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ABSTRACT

This book describes a program that deals with group dynamics and applies encounter group techniques to the training of teachers. The program consists of two weeks of encounter during the summer; a 3-day workshop just prior to the start of school; and monthly curriculum workshops, monthly encounter groups, and periodic visitations throughout the school year. This book is divided into sections which correspond to the stages of the program. Accounts of the various stages of the summer encounter sessions and other activities are presented from the viewpoints of three participants. The author concludes with some goals of the open teacher. The appendix includes information regarding the proposal for funds for the program, games played during the encounter sessions, and an evaluation. A 31-item bibliography is included. (PD)

THE CHILD IS A PERSON, AND I AM A PERSON, AND THAT'S WHERE WE CAN MEET
THE MIRACLE. THE ONLY REAL MIRACLE, IS PEOPLE ... AND THEIR INFINITE CAPACITY
MAYBE WE CAN PUT ASIDE SOME OF OUR ROLES AND BE HUMAN BEINGS ...

SP

JUN 7 1974

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# the open teacher

an alternative to traditional teacher education

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ED 091 357

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FOR JOHN HEIDER, MY TEACHER

Thanks to VIRGINIA CONN whose help, encouragement, and just plain hard work went far beyond the call of friendship.

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About the Pilot Communities Program

The Pilot Communities Program, an experiment in educational change, consists of four teams of teacher-advisors who for the past four years (1967-71) have worked in selected schools in Boston, Massachusetts; Bridgeport, Connecticut; Washington, D.C.; and a coastal region in Maine. Their most recent efforts have focused on the training of teacher aides. A project of Education Development Center (EDC) in Newton, Massachusetts, the Pilot Communities Program has functioned as the New England regional laboratory of the U.S. Office of Education.

# preface

This book was written to acquaint you with group dynamics in education and enable you to apply encounter group techniques to the training of teachers. Both the book and the accompanying record seek to answer the following questions:

What happens to people in an encounter group?

How does a group leader work to induce or facilitate what happens?

What does all of this have to do with teachers preparing to enter the classroom?

You can familiarize yourself with the author's personal philosophy on education and life by listening to the record. Read the book for a detailed description of the program.

As the author says in his introduction, educational change "all begins with me--with each of us." His program, as portrayed in this book, is a "concrete option" to teacher training as currently known and practiced.

In the summer of 1970, sixty people--prospective teachers, uncertified teachers, and teachers aides--met in three separate encounter groups in three towns on the coast of Maine. They were the first teachers and teacher aides to participate in a group dynamics training program funded by the U.S. Office of Education and directed by Marvin Rosenblum, the author.

# contents

RECORD
A tape of the author's voice which reveals his personality and leadership style in the encounter groups.

PREFACE

THE PROGRAM

Encounter
Curriculum
Visitation

GOALS OF THE OPEN TEACHER

NO END

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## Starting bothers me . . .

Perhaps that's why I've left writing the introduction to the last. The point is I'm not sure. I'm not sure I can convey in writing what it is we do. I'm not sure writing changes anyone very much anyway, and I'm not sure I trust what happens when someone reads what I write rather than reading me. I'm afraid of being judged with no opportunity to soften that judgment. I've resisted offers of help, however, and now I'm left with me.

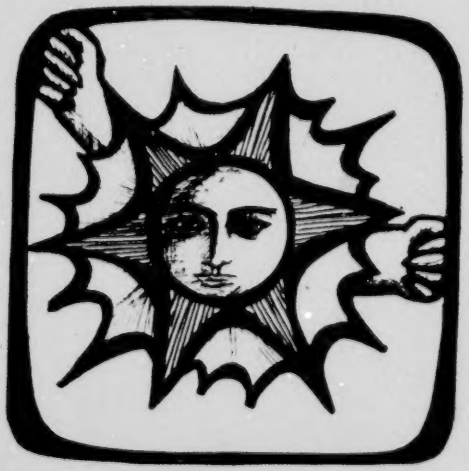
I suppose it all does begin with me--with each of us. Knowing that has been an uncomfortable comfort. I want what follows to be a concrete option--something considered seriously.

We knew some things when we started. We knew that something was wrong in schools, that kids seemed to be learning but not learning how to learn. We knew kids and teachers alike felt schools were plastic, unreal, irrelevant, not much fun. We tried to change some schools with hardware and "preaches," with demonstrations and speeches, with curriculum and cant, but the results hardly seemed worth the effort. Teachers still said that kids weren't taking responsibility, and kids said that school was boring.

What else could be done? I'm sure there were lots of things, but my thing seemed most important because it was my thing. Could there somehow be a program which helped, allowed, permitted teachers to be people--real people with anger, love, sexuality, competitiveness, weakness, and more? Increasingly I believed that the most important thing learned in the classroom was the teacher.

And so the program had its beginnings. If we believed kids learned what they wanted to learn and only took responsibility for that learning process they had truly participated in, then we could model this for would-be teachers. If we wanted teachers to be real with kids, then we'd have to be real with teachers.

But resistance to change is strong. I resist change because I'm afraid of how I'll be perceived in the new environment. Maybe others resist change for the same reason. I know the dimensions of my failures now, and I have survived.



Somehow we had to create a situation in which people were willing to risk change. Credibility is too often lost as teachers exhort kids to be creative, which means to try something new--and that might mean failure. How could we get teachers to do something new rather than preaching it?

Carl Rogers has written that the 20th Century's most significant discovery might well be the small intensive group experience. He also says that we know of no more efficient way to lower resistance to change than through that experience. It looked like a possible way.

We had a problem and we had a plan and EPDA supplied the money.

*what follows are bits and pieces... who I am... what was done... what happened... what we learned. All I can ask the reader to do is listen.*

THE PROGRAM

For Immediate Release

The State Department of Education has approved a grant of $91,000 for the operation of a program to be known as "An Alternative Program for the Training and Support of Classroom Personnel." The program will include between sixty and eighty participants divided into three groups.

Eligible people include those who are interested in teaching and have three years of college. They may not have taught during the 1969-70 school year. People interested in becoming teacher aides are also eligible and need not have college training. A stipend of $75 per week for each of the two weeks in the summer program is paid to the participants. The State Department of Education makes available credits towards teacher certification; 6 credits for participation in the summer program; 6 credits for participation in the follow-up program; and 6 credits next June, at the completion of a year of teaching.

Interested people are encouraged to contact the Education Development Center office, 53 Front Street in Bath, Maine. Phone 443-5336 for further information.

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# the program

## encounter groups

It was the first group of the summer and I was really frightened. We walked in and here was Marie, for example, well in excess of two hundred pounds, about fifty years old; and there was that uptight banker, maybe fifty-five, all of these older people; and then this twenty-two-year-old hippie kid just filthy and reeking. I was thinking, "How the hell do you put this together?" It was just fantastic. I'd never worked with that mixed a group. That night I looked at their applications for the first time. For God's sake, one was a minister's wife! I just didn't believe what was going on. I said, "Oh, wow!" And their Minnesota Teacher Attitude Inventories--some of them were negative. You know, not only were they not open, they were going off the scale the wrong way. I was, I am certain, hoping to bring a couple of dramatic miracles about as quickly as I could.

In the Maine program, encounter groups are the primary vehicle for training. The summer sessions and follow-up workshops let people show a part of themselves they don't usually show--sometimes not even to themselves and thus improve communication with others.

One part of improving communication is recognizing that all of us have a tendency to play roles--the role of expert, of preacher, of teacher, of encounter leader. And we find out underneath these roles that all of us are people. All of us have just about the same joys and the same fears. Everyone wants to be loved and no one wants to be disliked. In the group we find out this is really true. And that's a nice feeling.

Disclosure is an important part of an encounter group. Someone may reveal doubts about his sexuality, for example. That's good, because by disclosing, the person is not only doing something for himself. He is also taking other people with him by letting them feel that others care about that problem too: Participants are likely to say, "Wow, I'm really glad you said that. I've been worried about that problem for years."

The group is the most expensive set of mirrors in the world. Someone says something or moves in a certain way and he can at any time ask these mirrors what they see. His image can be given to him whenever he asks.

Caring about somebody--that's really what's important in an encounter group. But caring about somebody is blocked by all the inhibitions we've built up through the years. Take anger. It's important to be able to get angry and discover that it doesn't destroy either me or the other person. Anger and love are both forms of caring. I cannot show strong emotion, even anger toward anyone without caring about him.

As the group leader, my part in improving communications is to model behavior--not to preach it. Certainly there is structure built into the training and certainly there is cognitive discussion. But I don't tell anybody to do anything. I say: "Let's stay in the here and now. Let's be as honest with each other as we possibly can. Let's try to do what we want to do instead of fantasizing what we want to do. Or at least own why we are not taking those kinds of risks--and it's not because it's going to hurt somebody else. It's because we're afraid."

The encounter part of the program doesn't stop with the summer, although participants feel its greatest impact then. Throughout the school year, on the third week of every month, we have a night encounter session for the original groups. With curriculum workshops every month, there is never a period of more than two weeks that participants are not back together with the group and with us. This helps to minimize the loneliness that teachers feel in their first year.

Whether or not the sixty participants in the program became Open Teachers that first year (or at least started to open and grow) is obviously an important question. I believe that each has to answer that question himself. Three of them wrote about their experiences in the program. What they say is an indication of what happened to people in that strenuous first year.

The writers' names and the names of everyone but me have been changed for the sake of confidentiality. Aside from minor corrections in grammar and spelling, these are the words of Sarah, Bob and Rachel.

Some of their writing makes me uncomfortable and some makes me feel very good... all of it expresses a degree of where they are now.

SARAH:

My husband Sam and I left his father's apple farm and moved to the coast so Sam could return to teaching. We bought an old farm, and last winter Sam worked as a plumber's helper while we waited for a teaching job.

We found out about this teacher training course through a friend of ours. It was designed for people who have a degree but have not taught and for people who have decided to return to teaching, especially on the elementary level. We both qualified and in addition to twelve to eighteen hours credit, it paid $75 a week. At that time we could really use it. Plumber's helpers aren't exactly the idle rich.

BOB:

I left high school with a sense of missing something very tangible in my search for respectability. I was puzzled but soon forgot all that in the college rush. After a couple years of successful college-playing, though, that old doubt that I was missing something returned. "Getting and spending we lay waste our powers..." seemed the name of the game. I didn't know what to do about it.

Not long after I decided to teach, I saw very clearly how some of my professors, who must once have had these suspicions, had succumbed to the "getting and spending" process. In horror, I withdrew all my teaching applications and became a store clerk--then a newspaper reporter. Knowing I was looking for a teaching job in Maine, a college professor told me I could get certified by working with a different educational group in Bath. Since it wasn't regular education courses, I was interested. College had been bad enough, and I didn't want to start anything formal quite so soon. I wrote to EDC and received an abstract of incomprehensible gobbledygook in return, but sent in my application anyway. In June, I received a phone call from EDC saying I had been accepted into the program.

Sensitivity training was mentioned, but I had no idea what it was, except that I thought VISTAs were trained that way.

RACHEL:

We began in late July, a group of strangers. Even though it turned out I knew two members of the group, the situation (like the first day of school) was new to us all.

Encounter groups follow a remarkably regular and predictable pattern. Each stage is observable and usually occurs in the same order.

This was true of the group Bob and Rachel were in together; it was true of Sarah's group; and it was true of the third group which unfortunately lacks a narrator of its own. (The intended author for that group is getting married and trying to find a home.) Each group began as a loose collection of nervous strangers and ended with everyone (or almost everyone) strongly attached to the group. In between these two points, individuals became anxious about themselves after a series of social games. They drew conclusions about themselves based upon the games and group feedback; they challenged the credentials of the leader; they took risks of a low order; they expressed faith in group process; they took risks of a higher order; and they entered a stage in which the need for facilitation by the leader was reduced. And gradually they modeled honest behavior.

It should be noted, however, that individuals in the group did not pass through all stages simultaneously. For example, one person openly challenged me on the first day; others waited until two or three days later. Some are still waiting.

The narratives of Bob, Sarah, and Rachel have been arranged to illustrate each stage of growth. I've also written my own impressions and commentary of what each stage looked like from the leader's perspective.



# first stage: strangers

On the first day I told the participants that no one needed to do anything he didn't want to do. A simple "I do not want to" was sufficient grounds for anyone withdrawing from a suggested activity. Second, I suggested that the group make its own basic decisions. The group as an entity carried the power of both decision and veto. These group sessions, I said, could be applied directly to personal and classroom experiences. I wanted to establish this as a basic premise from the outset of the encounter group so that participants didn't constantly question the relevance of experiences in the group to situations in the outside world.

SARAH:

The man we bought our house from was on the staff, and since there had been a "legal misunderstanding" in polite terms, I was delighted to have a chance for a direct confrontation on this subject. The anticipation of this confrontation and the usual anxieties of walking into a new situation made my first drive to class a nervous one.

The group leader gave us a brief introduction about how we'd be trying to deal honestly with each other and how this would be a metaphor on life. The kind of things that would happen between us, he said, would be the same kinds of things that would happen in our everyday lives. We would be learning to deal honestly with ourselves and each other, and by doing this we might become better models for our students. Those who had been taking notes put their pencils away as discreetly as possible* and we all went to an empty classroom (empty except for the gym mats on the floor.)

BOB:

On the first morning Sue, my wife, packed me off for the forty-five minute drive, lunch in hand, as nervous as a new kid at school. I arrived first, and Paul, a staff member, asked me to make coffee, which made me feel at home. As others arrived, I spoke uncomfortably to a few.

As I filled out the forms and took the test, hoping I was open, I noticed Marvin. Heavy moustache, red sweater with no shirt, khaki pants and desert boots. Marvin was smoking Pall Malls and looking pissed-off at something. I thought: "Here's an angry young man from Berkeley," or something like that. When he spoke about his feelings on education, I thought: "Sure, I've read Holt, Kozol, Summerhill and all that crap, too. What's this got to do with the real public-school world? How do I do it?"

RACHEL:

After coffee and doughnuts in the crowded teachers' room of an elementary school, we were led to a classroom, sat around tables, filled out forms and obediently took a standardized attitude test.

So far so safe.

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***Two weeks later, after the program was over, we found three pencils and two pads shoved under the mats. People realized early in the game that pencils and paper weren't where we were at.**

# early stage: games

I suggested that we begin by playing a series of games--a non-verbal game, a trust game, a rejection game, and an arm-wrestling contest. These game activities exposed individuals to each other and served as a point of reference for further process work in the total group. I observed as many of the activities as possible in order to learn about individual behavior patterns.

Sometimes I participated in the games myself; other times I was afraid and hung back. Although I occasionally got into subgroups, I most often stayed out of them simply because I, as the leader, had that choice.

SARAH:

That first morning we broke up into small groups. First we were supposed to greet each other non-verbally. This was really hard for me. I wanted to do something that wasn't phony, yet I was at a loss. Finally, I shook hands with two of the people. Then we arm-wrestled with everyone in the group. This was supposed to be a metaphor for how we behave with different kinds of people. Did I try to beat the women and give up instantly with men or try as hard as I could with everyone? I started finding out things about myself right away! Like not having arm-wrestled since I was a kid, I assumed that I could easily beat all the women in my group. Not so. I got beaten by all but one, a frail hippie-looking girl who put up a lot of resistance and who dropped out of the program on the third day. I was surprised about losing.

The next game was one of trust. A person was supposed to fall back into the arms of his partner, keeping his knees from bending as he fell. I fell back without much fear and was really surprised when John, a six-foot preppy-looking veteran who was in my International Relations class in '65, fell back into my arms without batting an eyelash. We also had a non-truster in our group. I disliked Clyde on sight. When he tried to "catch himself" before he was at an eighty-degree angle and then caught me before I was at eighty degrees, not only did I not like him, I didn't trust him either.

BOB:

Marvin asked us to greet each other without talking. I couldn't do this, and it seemed really phony to me. Alice, a thin woman with short, graying hair, who looked like my former city-editor, smiled at me exactly the same way I felt I was smiling at her. But so did everyone else. Marvin noticed that most of us greeted everyone the same way. Did we really feel the same way to all? I never touched anyone during the greetings.

Next, Marvin asked us to arm-wrestle each member in our group. I was amazed that I played it straight and used my strength against the women. When Marvin asked us to play the rejection game--choose the person we least wanted in the group, ask him or her to leave, and then explain why you picked that person to leave the group--I became extremely nervous. I wasn't primarily worried about being kicked out; I feared explaining myself to the group. But we were all nervous: "I just can't imagine a reason for not liking a mem-

ber of this group," Alice said. Each woman, when her turn came up, rejected someone in the group who said, "I've got to go to the ladies room anyway." People would volunteer to be picked to let the person responsible for rejection off the hook.

RACHEL:

We moved to another room, outfitted with gym mats, where we were asked to form our own small groups. We were to greet each other non-verbally--rather embarrassing, rather difficult, but most of us managed something. We were asked to take turns sending someone out of the room--away from the group. We were to tell how and why we'd made our choice. My first response was to take my option and send no one--which I stated. Then Jack sent me out, which did not dismay me at all. When I returned, I sat back in the circle for awhile and finally decided to send someone out. Actually, what I did was find a convincing substitute for the person I really wanted to send out: Sherry. Her looks, her way of speaking, her lack of understanding, the non-group drag of her being; all bothered me. I wanted her away, but couldn't express out loud to others (and especially to her) all those negative, emotional reasons. So I settled for Ruth because she had said earlier she was adventurous, because in our small group she was outgoing and trying, and because I thought she could survive and even enjoy being sent out. But, most important, I could survive--I could seem to meet my responsibility and still be safe. The worst of it is I knew exactly what I was doing and it was easy.

Then there was the falling exercise. I simply could not fall backwards to be caught by another. Everyone else could and was standing around watching me. I was not upset or even particularly self-conscious--just quite unable to let go. Marvin (his first move, I think) came up behind me and quite gently smoothed my arms and the back of my neck. Finally, I was able to fall. Thinking now, I realize that everyone in that room wanted me to be able to let go. I suppose it was the first instance of a build-up of energy within the group. That helped too. It was also the beginning of what grew into a recognition of common humanity.

These exercises eased us, or perhaps I should only say me, into some sense of what we were trying to do. Seeing, hearing, and feeling people in an immediate way--and more important, dealing with them directly, not indirectly with calculated candor, as I had done.

When I ran low in energy, I said maybe this would be a good time for two people to work something through, or to let something happen by sitting alone and meditating. People seemed very acceptant of that--both because I was tired and because it permitted the working out of person-to-person interactions and identified some factors that deserved total group consideration. The danger in this technique was that the diad-triad interaction was safer and easier for some individuals. If the process had been attempted entirely in small group sessions, it would have interfered with the development of the total group and the growth of individual members.

We really never talked about those times. I do know that in general, the tendency was to want to stay together in a group. They diaded, but in a group of twenty people. Sometimes there would be individual conversations going on. Occasionally two people would reach out and touch each other. That always seemed okay to me.

SARAH:

It was getting late and, if I was going to confront this staff member about our house purchase, I thought I'd better do it. I really hate to put things off. I'd much rather do something wrong and have to do it all over again. (This is one really big conflict in my marriage. Sam would put things off until doomsday because when he does something he wants it to be perfect. Procrastination is a way of life for him and, needless to say, there are days when we get to each other.)

The moment of truth had arrived and here was my chance to confront Jack with his dastardly deed of deceit. I could crucify him for what he had done, shame him in front of an audience yet! It was a chance of a lifetime. What power! You are right, I blew it. I confronted him. I even started in front of the group, but somehow they seemed to drift away. I told myself it wouldn't be fair for me to tear him up one side and down the other in front of a bunch of strangers because I would be prejudicing them. What I also have to admit was that I was afraid.

# early stage:

## feedback and early confrontations

BOB:

In the afternoon we met back in the group room and formed a large circle. Exhaling cigarette smoke through his nose, Marvin led us into the first encounter: "I guess I want to tell you where I'm at right now." Those were the rules evidently: "Check yourself out. What are you feeling right here and now?" Seemed like a big, uncomfortable waiting game. After long silences, Ruth kept moralizing on what people generally did or felt. She made me nervous; what she said seemed hollow. I felt you were supposed to say something momentous.

Ginna, who appeared a little older than her clothes of bell-bottoms and sandals, began talking of her need to be constantly involved in social movements. She said she felt concerned about these things, but people around her, she said, were bothered by it. Marvin said she could be like he once was--staying busy so he wouldn't catch up with himself. She ended up crying, Marvin holding and comforting her. I remember thinking Ginna and Marvin must have been friends before the group began. I felt on the outside.

Then Jack, just out of the blue, challenged me to arm-wrestle. Unbelievably, I said okay, with no reservations. It would have been much more normal for me to hem and haw and hedge my bet ("Well, I'll probably lose, but here goes.") Instead, I just said, "Sure," and went out and beat him. That was even more of a surprise. Evidently Jack had always done well at arm-wrestling and had wanted to do more than we had in the morning.

At the end of the day Marvin gave us half an hour to use in meditation or diading. He explained that diading or triading is not just two or three people talking. The attempt should be made to keep in the here and now and to stay honest. I had a strong urge to diad with Ted; he seemed tied into my prep school social graces-manhood background. But I didn't have the nerve to ask him. Incredibly enough, he came over and asked me. That seemed like the first of a series of enormous coincidences. Every time I was thinking something and someone else voiced the same message, it seemed like a coincidence to me.

Jack came up to make it a triad, while Ted and I were in the hall. The three of us seemed to have a lot in common, something we all had to work out. I was glad, though, it was Jack and not Ted who had asked me to arm-wrestle. Ted was scary; he seemed to have a scarcely suppressed rage.

The drive back home was an exhilarating one. I told all I could remember to Sue. We talked about encounter groups, because she had seen the technique used on TV.

RACHEL:

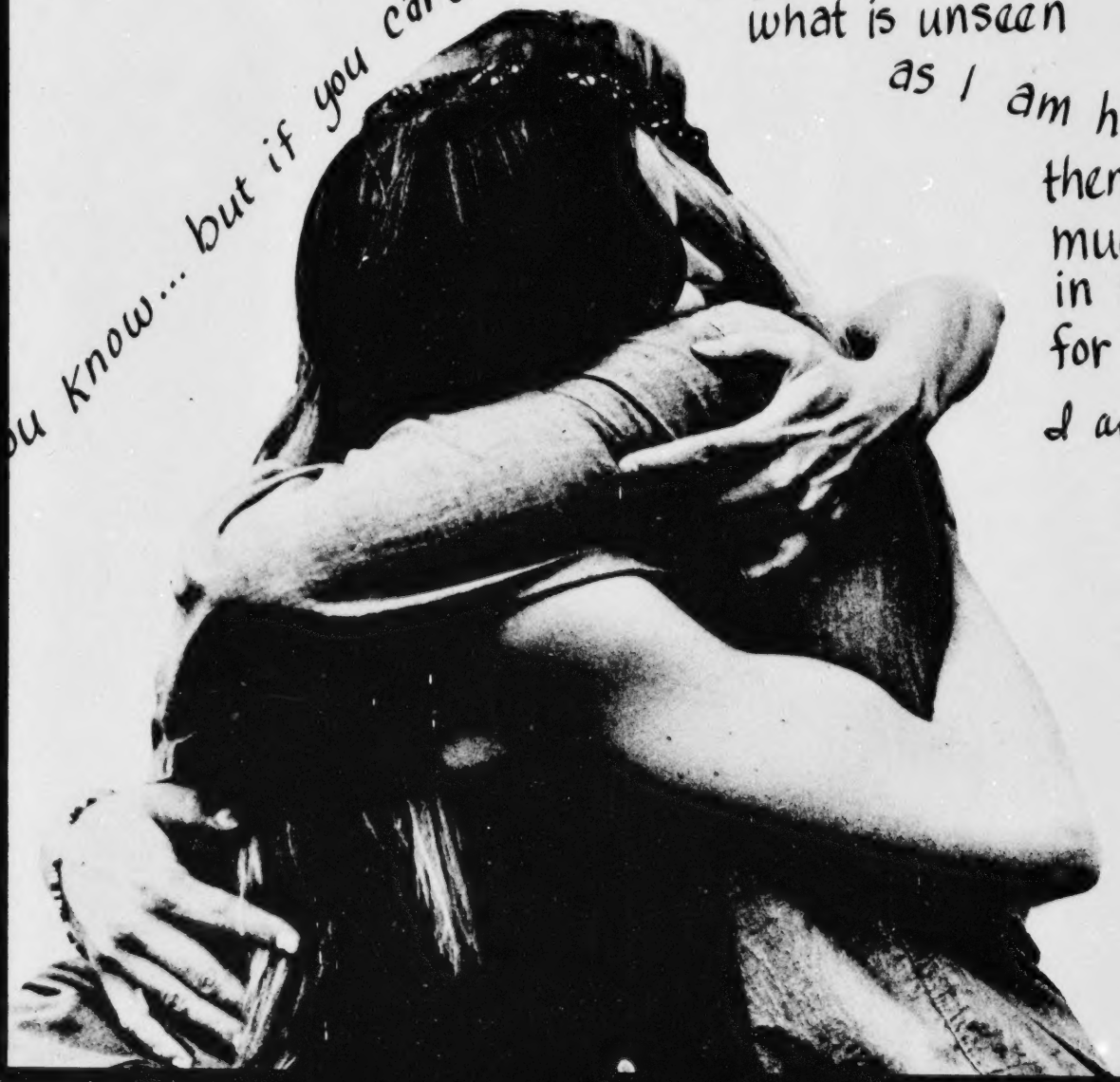
One morning, I broke the silence and brought up a conversational incident with Marvin and Jack which had happened over coffee in the teachers' room. I complained that I had felt "left out." They each told me things I had done, responses I had made which had really turned them off. I accepted what they said--it was true after all. I shrugged and thought to myself I'd have to do better next time, with those neat little insights tucked away. It never occurred to me to react, to express any more right then and there.

Marvin asked what I wanted to do. I just sat and said I didn't know. And I didn't. Oh, I wanted to feel better, I wanted to know what to do, but I didn't even say that. I was afraid to say anything that wasn't "right"--and I didn't even know what "right" was. I stood up--and just stood. Then Ginna, whom I have known for several years, got up, crossed that great empty space in the middle to me and put her arms around me. She told me she knew how it felt to be locked up inside, excluded, alone, sent to her room as a child. She was responding to something in me I was

almost unaware of myself. That took guts for her to do and it took something for me to accept her understanding and our mutual physical reticence, for we are more alike than is comfortable for me to admit. There is, also, or as a result, a good deal of mistrust between us. In retrospect, her physical comforting and her reaching out helped what followed. I was still standing and Marvin asked where I'd like to go. The point was I still had done nothing for myself. I, who have so carefully concealed my feelings and rationalized my lack of action for so long, somehow managed to walk over to Marvin.

When I did get over to Marvin, he held me--I think I was weeping. I was startled, pleased, self-conscious and soothed. It was a good place to be and it seemed all right to be there.

Understand ... that I am not just as I look.
I want you to know more than what you see
here and now
but, carefully-
I'm afra



ou know... but if you care enough to see
what is unseen
as I am here before you,
then there is
much richness
in store
for both of us.
I am not just as I look...

As the leader, I had to establish and maintain credibility as a facilitator and model of realness. I operated at a high risk level, accepting full responsibility for my own behavior and dealing with my own feelings in the here and now. Participants changed in direct proportion to the desired goals being modeled. They were learning the teacher, not the subject.

Once a participant, when she was really angry at me (and people were saying all kinds of nice things to me ), blurted out, "That's what he's paid for." There was a part of her that wanted to see my risk-taking as role-playing. The group wanted to see me as a special person because if it was as hard for me as it was for them, they had an option. They could take risks or not take risks. But if it was easy for me, they could just cop out. That made the modeling of my behavior lonely, and my joke with them was how pitifully unappreciated I was. They really didn't understand that it was as scary for me as it was for them.

I invited another facilitator to lead the group for a short period. This allowed the group to compare styles of operation. The selection of an interim trainer was based on our contrasting styles. Dan was quiet and accepting; he didn't confront participants the way I did. But good things happened in a different way from when I lead the group. When he was there, (I've got to admit, I didn't know whether I was feeling competitive or that the group didn't need me any more), I was very aware of him. Part of the purpose of him coming in was to give me a rest, but I was very uptight.

At the same time, I saw some things happen with him that might never have happened with me. He could accept the participants. He didn't hassle them. He just said "Hhmn," or something like that. My style would have been, "Oh bullshit!" So he was good for the more withdrawn people, for the people who needed to be judged either positively or not at all. I think that was important.

But I did feel competitive watching him lead. I was hurt. I said one really honest thing to the group when people were giving him all kinds of positive feedback. Someone asked me how I was feeling, and I said, "It's really all right for you to love Dan, but I need you to love me more."

BOB:

Early in the first week Marvin said some of us would have to test him or fight with him about his ability to do what he was doing in the group. I thought to myself, at least it won't be me. Next day, though, I found myself doing just that, by mentally questioning everything he said, asking myself who he thought he was. For some reason, I started talking about what I was doing, and it turned out others felt the same way.

RACHEL:

What ties these fragments together, of course, is Marvin. The leader, or perhaps

# early stage: focus on leadership

more accurately the teacher, is implicit in every incident and experience, because without him nothing would have happened. And, I guess, for a group member, "learning" the teacher is right there in the midst of everything.

I was put off by his serious intensity at first, his refusal in the very beginning to say anything relaxingly banal. During our preliminary small group exercises he did not take part (which I guess I expected that he would do), but stood off and watched intently. No fair, I thought, visually eavesdropping, when we were out there doing things that were unusual for most of us.

My next feeling seems related; I was determined not to treat him as the leader. This, I think, because I wanted to take my own responsibility for a part at least of making things work--or felt I should (is this the committee meeting syndrome?)

One of several events which changed my initial feelings about Marvin occurred one morning when a curriculum consultant was with us. Marvin became indeed a member of the group, and he was having fun--absurd, clever, antic. I was relieved and delighted. (Am I saying that his concentrated uncompromising intensity is more real because he also likes to laugh? Does knowing he can easily be clever make his commitment to being honest easier to model?)

Although I accepted his leadership, it became quite obvious that Marvin neither would nor could do my work for me--or anyone else. His work is facilitating and if the silence lasts a long time he is not seduced into breaking either group silence or individual silence.

# intermediate stage:

There were many ways individuals could feel free to take risks in the group. One was role-playing. A real-life situation could be simulated by taking the roles of people involved in that situation. Another way to allow participants to take risks was back-pushing. Like arm-wrestling, this exercise provided a physical outlet of emotions.

At this stage, I was still facilitating. I really hope no value judgment is placed on that. It's hard for people to begin a whole new life style. And facilitating, God knows, doesn't mean doing it for them. It just means asking a question or saying, "I hear you." It's so scary to take risks that it sometimes helps for someone to reach out either verbally or physically and say, "I understand; I know it's hard, but who the hell ever said it would be easy?"

The beauty of deep encounter work is people. Their capacity to care and their capacity to love and support is almost infinite when it's needed. And it seems to me that the only thing needed to make people aware of their capacity is for someone to somehow be real. My job was to be real. There were times when I didn't earn my pay.

BOB:

Marvin said something that started me talking to Alice as if she were my mother. I wanted very much for her to open up to me, not just tell me about her past, but to show the feelings she must be having. It was really more than that, now that I think about it. I also wanted her to let me in so we could have some kind of touching--not just physically--but I wanted that too.

Alice huddled on her spot of the mat, occasionally shifting her thin legs. She

# personal risk-taking

kept saying I was making too much of nothing. Finally, she said, "Maybe there's nothing inside to show." Marvin said I thought Alice was my mother and that I was letting her castrate me. Although at the time the remark seemed very phony, now it seems both Alice and I were more than willing to take any door out of an intense situation.

Marvin asked if I wanted to play a pushing game, and I found the nerve to say yes; so did Alice. We sat back to back on the tile floor, attempting to push each other to the wall. I figured I'd push Alice over easily, but she fought very hard, and my socks kept slipping on the floor. Marvin asked if I really wanted to win. "Yes." "Then why don't you take your socks off?" I did and won.
Alice crawled back over to the mat and looked tired. Not as much as I would have expected, though. I mean, I was really shot. I wanted to hold her, but I didn't feel happy or satisfied. Marvin asked how I felt, and I said okay, trying to make it be true, although I didn't realize it at the time. But when Marvin said he didn't believe me, I saw myself making things come out right, even if they weren't.

RACHEL:

Bob felt he needed to be able to push against Alice--literally sitting on the floor back to back. She did, in fact, push hard, Bob pushed hard, and every ounce of will in that room was at work with them. Not, I think, for anyone to "win," but for the pushing to get them in touch with one another on an equal basis. But afterward, as they talked, as we provided feedback of what we had perceived, she would begin to close up again and our energy would lessen. This happened several times and I felt great disappointment. I wanted her to make it--to get to that undefinable point where she could bear to push farther, verbally or physically.

At this point the individuals began to feel faith in me and in the group. As the leader I had had faith in them from the beginning. I believed from the very first, that "today was the day"--that people would learn how strong they could be.

Sometimes I would check my perceptions about an individual with the group. I can trust other people only to the degree that I trust myself. When I didn't trust somebody, I wondered if my perception was a projection of me. So, I'd go to the group. It's interesting that there was usually pretty universal agreement. It was rare that the group didn't see just about the same things.

SARAH:

One day, I said I really didn't feel that I was accepted by the group; nor did I feel a part of it. I felt a lot of hostility from the group and wasn't even sure I wanted to be a part of it. People gave me feedback: that they resented my knowing the staff and the way I left the group to talk with Nate. Then Marvin said, "Do you want to find out if the group is really important to you?" At that very moment I began to realize that the group was very important to me. So I said "Yes, as long as you don't make me leave." They all got in a circle with their arms around each other; they made a tight circle. It was going to be difficult for me to break my way in. I remember walking slowly around the outside of the circle a couple of times trying to figure out who would be the best person to get in through. My first choice was Marvin and I tried to pry him and another person apart, but it was no use. Then I tried to get in between Saul, (a fresh-out-of-college hippie-type who for some reason I liked a lot, although I never had much to say to him) and Mary, a really big woman who had given me a certain amount of hassle and whom I really liked. Getting in through those two looked pretty hopeless. Suddenly it occurred to me that going in under the feet might work. I picked up Saul's feet (since he had his arms around two people it was like picking

really pleased that I had done it. That made me feel even better. I stood there for what seemed like minutes, alone. The group began to break up and in that moment I realized that it was important for me to share my feelings with someone else, that alone it seemed somehow incomplete and that I needed acceptance too. It could have been within seconds at the most that all this happened. Marvin came over and hugged me and things felt a lot better. Someone had really cared that I broke into the group and that was really important!

I began to realize how important people are to me and how the way they perceive me may be different than how I want to be or think I am perceived.

# intermediate stage

# ith in
# roup process

BOB:

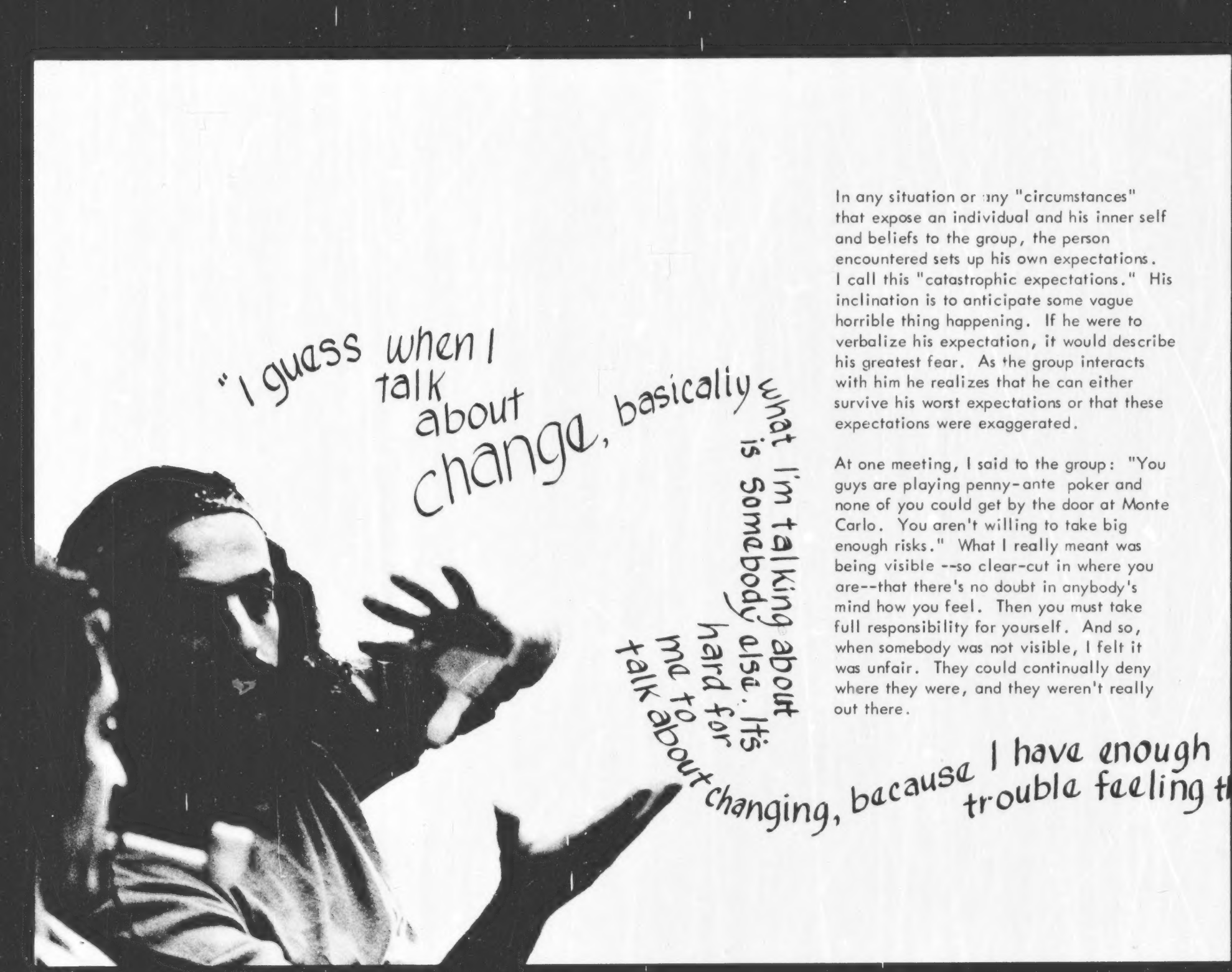
Being a facile imitator, I started picking up Marvin's expressions and movements. In a mad attempt to test my newly assimilated recipes, I began talking of the group with everyone and anyone, constantly justifying.

Now that I was picking up these new honesty rules, I expected everything to come out right. Hope, who is young, athletic and very attractive, offered to drive me to the group one morning from the garage where my car was being serviced. Hope turns me on, and I was having lots of fantasies. In the morning, however, we talked only of the relative merits of Volvos. Really crappy. That afternoon, though, I managed to own up to my feelings to her. For a day or so after that I would say "Wow, you can admit your feelings and not have to do it." My wife, Sue, didn't buy my equanimity.

Another afternoon, Hope and Marvin were talking, and I wanted to add my "how wonderful we are" comment. So, I mentioned the drive and the honesty, and Marvin centered in on "what do you want from Hope right now?" I said I'd like to go to bed with her. "Now what do you want?" He must have been right on, because my heart and palms were going crazy. I forced myself and asked how she felt about me. "You are a nice guy," she said, "but I never considered sleeping with you." "How's that feel?" Marvin asked. "Okay, just fine," I said. Marvin was really pissed. Why didn't I make her real? Why didn't I own up to my disappointment? It really wasn't okay, and wanting to find out how she did feel had been driving me to talk the past few days, I realized. Then I felt really shitty. Existing in my own little talky world, up in my head, not seeing or hearing anyone else.

RACHEL:

Marvin told us that he had been called by X, a person of considerable importance, who had received a call questioning the validity and the propriety of the program. Marvin didn't say he knew who the original caller was. But Alice spoke up and said she had done it and told why. I was surprised and shocked. It seemed so awful to "tattle." Why hadn't she confronted us with her feelings and doubts? I thought her working with Bob had been more revealing to her than this showed. I told her right there and then I thought it was a rotten thing to have done.


"I guess when I talk about change, basically what I'm talking about is somebody else. It's hard for me to talk about changing, because I have enough trouble feeling t

In any situation or any "circumstances" that expose an individual and his inner self and beliefs to the group, the person encountered sets up his own expectations. I call this "catastrophic expectations." His inclination is to anticipate some vague horrible thing happening. If he were to verbalize his expectation, it would describe his greatest fear. As the group interacts with him he realizes that he can either survive his worst expectations or that these expectations were exaggerated.

At one meeting, I said to the group: "You guys are playing penny-ante poker and none of you could get by the door at Monte Carlo. You aren't willing to take big enough risks." What I really meant was being visible --so clear-cut in where you are--that there's no doubt in anybody's mind how you feel. Then you must take full responsibility for yourself. And so, when somebody was not visible, I felt it was unfair. They could continually deny where they were, and they weren't really out there.

SARAH:

There were several incidences that showed my intolerance for people who find it hard to move, to change things, to confront. And this feeling of intolerance is really a manifestation of my own failure to act on my feelings.

I was in a car pool with Pam, the girl-scout type, and Peter, an ex-banker. The ex-banker was the world's greatest example of a combined phenomenon--procrastination and catastrophic expectations! He spent the first week and part of the second driving me crazy by preparing the group for this terrible thing to tell us about. It was so dreadful that he doubted any of us could ever forgive or accept him after he told us. You talk about suspense stories! He had us hanging on the edge of our gym mats the afternoon he finally decided to tell us. He would have put Alfred Hitchcock to shame any day. Well, when he finally told us, I had a feeling of utter disappointment. Fears about feeling like a man, fears that other men in the group admitted to without all the fanfare that Peter had created. One woman said "Thank Heaven!" and Peter said, "Now what do you mean by that!" and she said, "Well, I thought sure you had killed someone and were going to confess the murder to us." The part that bothered me was not the fears that Peter had about himself--they seemed unimportant compared to bringing himself to finally deal with those fears. The build-up in his mind to admit to these fears was too high a risk. And I know how it feels. There are times when I don't immediately deal with something and it starts to grow inside me. My stomach muscles begin to tighten up; there's a slight pain in my chest, my breathing increases to the point of having to take deep breaths to get a hold of myself. I hate it. I hate that thing that keeps me from dealing with things the way I should. I hate it in myself and I hate it in others.

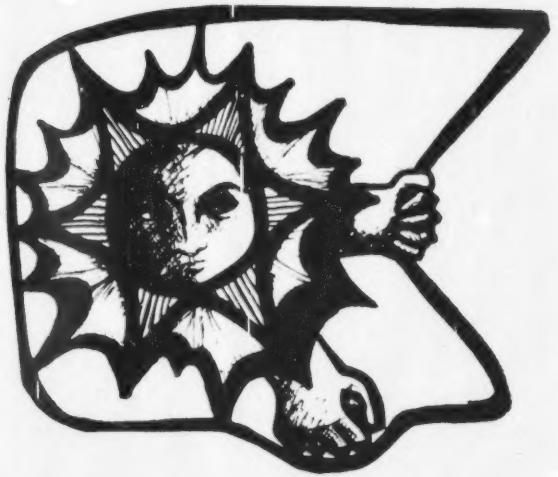
RACHEL:

Ted and Anna fought one afternoon. It was on a hot grey July day, in the middle of a spread of mats. We edged away, snatching ashtrays and coffee cups, to make room. She is small, dark, burstingly female and strong. He is a tall, blond, obviously athletic young man. They had been married six months.

It wasn't a fair fight at first, but that had nothing to do with weight or muscle. Ted was, as usual, fighting with one hand psychologically tied behind his back. But Anna needed Ted to see her, to fight back, to care enough to beat her up if it came to that. She couldn't be some notion of WIFE; she had to be known as a human being. She was taking a tremendous risk and she needed him to take one too. So she fought and fought, not to beat him, but to make him fight back. It was tense in that room, but I didn't cry once until after they'd stopped, and I was afraid Ted would never untie that hand. When they began again, the initial fight tension had changed to the massed energy of everyone praying for her, for him--for them. And it worked. The relief afterward was not for a fight being over--once the point had been reached the fight was a fantastic joy. The relief was for Ted really giving himself, loosing control (not losing!), confronting Anna as a woman, letting himself see, for better or worse, who she was--and letting her see him.

okay most of the time, without having implicit in a statement such as I need to change, the fact that what I am doing apparently therefore is not okay. I think all of us have been calling for change for a long time in exactly that kind of tunnel, looking down through it and seeing everyone else but ourselves. Change is a process... a scary process."

M. Rosenblum



late stage: les



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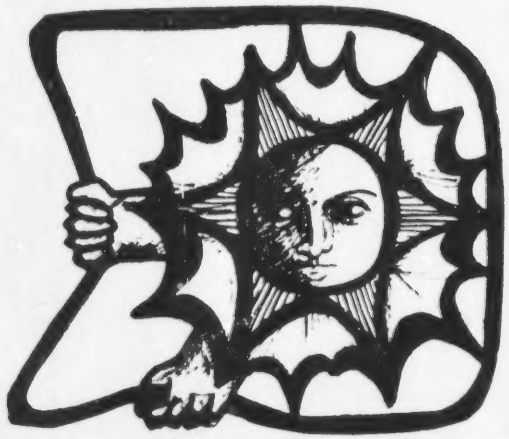
People who had felt competitive with me and kept that feeling in, began to let it out. People were willing to risk helping others and show caring.



# cilitation

BOB:

It had been a good day, I guess, because I can't remember much else than that I felt good--self-satisfied, in fact. Others seemed to feel the same. Our talk was about what had happened that day and about groups in general. Suddenly, Marvin said something which I construed to mean that we were using him as our leader and controller. We had been giving him thanks, in some form, for what happened to us. He said that made him feel lousy; he didn't fancy being a plastic member of the group. The credential game had always been a lousy one, he said. He was really upset, and had to leave. Hope followed him out.

I see now that I had been checking out Marvin's reaction to each event or statement in the group, before I could act on it. By finding out if Marvin approved, I think, I was trying to make him responsible for all my actions. Just before he left, I was even accusing him of making me act this way by being cryptic in his remarks.

The rest of that afternoon we seemed to split up and give to each other the tenderness and honesty we had withheld from Marvin. Ginna and I started talking over coffee, then went outside. She asked me if I found her attractive, and I said, "No." That seemed to hurt her, but she didn't hide it. As if we had all taken a laxative at Marvin's expense, the honesty and emotion came easier after that afternoon, which had been an enormous hump to get over.

RACHEL:

Is the making of trust taking a risk with another by being honest--in response to their greater risk in asking you in the first place? It was the aftermath of one of our beer-drinking afternoons when we belatedly remembered--were reminded is more accurate--that we were in a public school building. After a tough, intense staff discussion which gradually expanded into the gathering encounter group, Paul asked for feedback on his part. As he turned to me he said he was doing it because I'd be the toughest and most critical. I wasn't at all pleased to be called, much less revealed, as tough and critical. But, in retrospect, I responded to his candor and his wanting my response. He trusted me and I, in turn, trusted him with my feelings.

# late stage: honest behavior

**The intensity level of sensitivity and awareness in a group varies. Usually by the final day of the sessions and many times a day or two before that, there is a need to level off the process. I could adjust the intensity by what I chose to facilitate. But the group, or individuals, could and sometimes did do more than I was ready to do. That was okay, too.**

SARAH:

One day, as Marvin and a competitive women's liberation lady were pushing back-to-back, it came into my head that I wanted to do something with Nate. So finally I said, "Nate, I want to play a game with you that involves physical contact but is not competitive." I walked across the circle to him and sat down. I was uptight. He said, "Do you want me to put my arms around you?" He did, and that got me even more uptight. So I took him by the hand, and we left the room. I have an idea that some of the older women might have a very interesting opinion of what happened next. What really happened could only disappoint them. We walked down to my favorite cemetery, sat on the grass, and talked. I told Nate how his touching me put me uptight and that it was because he turned me on. He told me he liked me and that he could even think of me as desirable, but that he wasn't uptight about touching people--and he wasn't uptight about touching me. Anyway, something happened. I stopped being uptight and just enjoyed it after that. We walked back, slowly, holding hands, and it had just been a nice feeling thing.

BOB:

Thursday of the second week was a day Marvin said we would begin to slow down. He read The Love Song of J. Alfred Prufrock, and it was as if I understood the poem for the first time. Songs on the radio (during rides to and from sessions) seemed relevant to what was happening ("We're all playing in the same band...") We played the "Who are you? What do you want of me?" game. I wanted to pick Joanne Green as my partner, even though I had never worked with her. But I didn't. Marvin and I were partners. That was really scary, but after the game, I felt close to him and was glad to hug him afterwards. I began to love touching. Then Marvin said we were going to try a "blind walk," in which one person leads another whose eyes are shut. The point would be to give the partner as many experiences as possible in a half hour without sight or speech. This time I did choose Joanne Green.

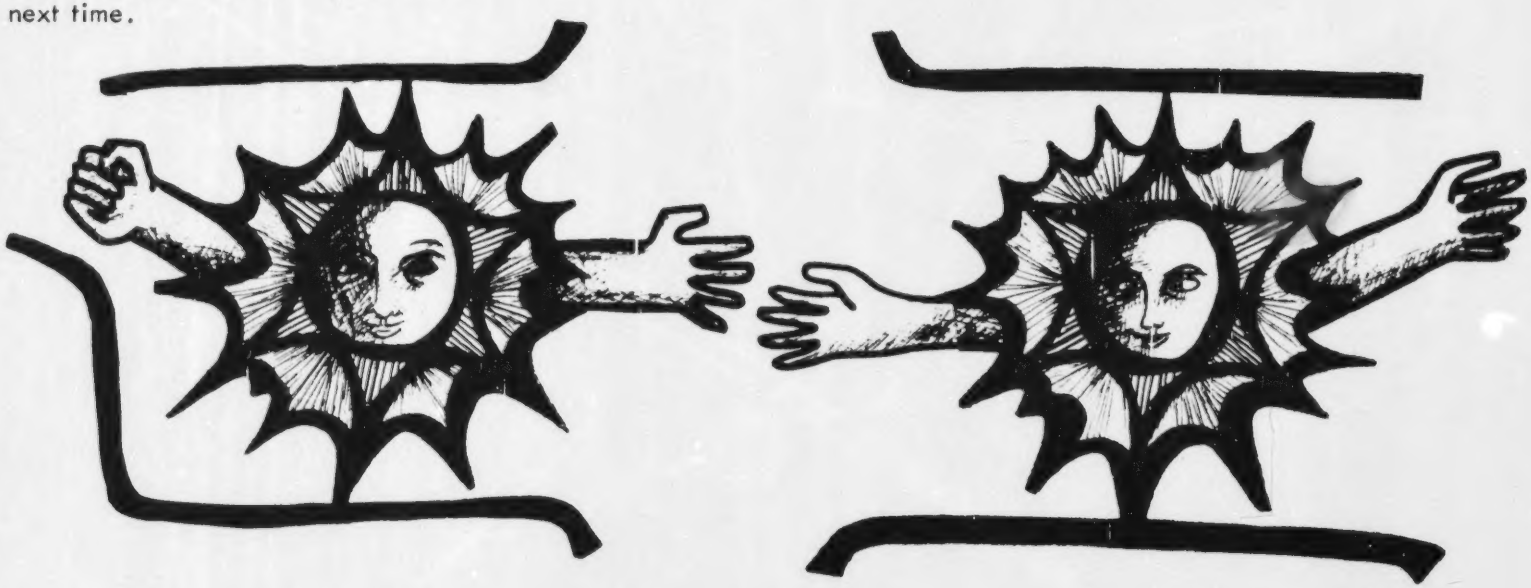
On that pleasant afternoon, already turned on by the earlier games, the blind walk was amazing. The feelings were so strong, I could hardly believe them. Did Sue and I fight that night? I'm not sure, but the warm afterglow of having experienced the blind walk together continued to the next day.

RACHEL:

Let's face it. Everything does not work out well for everyone--in an encounter group or in a classroom. That afternoon, just before the blind walk, Hope and I tried the intense reciprocal questioning game "Who are you? What do you want from me?" Our initial energy fizzled. As it turned out later, she was running through a field of daffodils and I was trudging through cinders. In any event, it was scarcely a good enough level of energy to carry over into what followed. The partner I ended up with--because of my own hesitation in choosing

the person I wanted--was Sherry. Still I did find myself caring enough to really work and enjoy leading her around; I felt her hesitancy and tried to reassure her--trust seemed to be developing. When she led me it seemed perfunctory or maybe tentative on her part, although I felt comfortable and even felt a qualified enjoyment. When we returned, however, and the group talked out their experiences, she was very upset. She hadn't enjoyed the walk but was scared. Fear and guilt about blindness, an old lack of touch in her fingertips, all had been working on her. Or was it not having the partner she wanted? Although I thought I had been "successful" in burying my own disappointment at not taking the initial risk to get the partner I wanted, could she have felt that too? I was really trudging through cinders then.

At the end of the session, I relearned for the thousandth time that it didn't matter what people looked like or what their roles were. In the last analysis, I found out they all turned out to be people. But that doesn't mean it will be any easier the next time.



The training program which begins in the summer with an intensive two weeks of encounter (five days a week, at least six hours a day) is followed just before the start of school by a three-day "nitty-gritty" workshop. During the school year, there are (1) monthly curriculum workshops (six hours every fourth Saturday), (2) monthly process meetings (encounter groups) of three to six hours on weekday evenings, and (3) periodic visitations and classroom support throughout the school year.

During the program's first year, curriculum work of a creative, process-oriented nature was scheduled into the two-week encounter groups of the summer. But curriculum proved to be a poor competitor with encounter. People got bored and wanted to go back and encounter. In the revised program therefore, we wait to introduce curriculum work until just before the start of school, when participants from all three groups meet together in what we call a "nitty-gritty" workshop.

One of the three days is given over to encounter to bring the group back together again. On the other two days people are free to experiment with creative ideas for classroom lessons and activities.

# curriculum workshops

We invite superintendents to attend the three-day workshops as often as they like. At first they tend to sit quietly and the participants are very much aware of them. Gradually, however, they begin to contribute to the discussions. They talk about tough realities such as long hair, permissiveness and contractual obligations. What are the risks being taken? Are participants aware of those risks? What will be the effect of long hair in such-and-such a community? Superintendents as a group usually have some sense of which communities are up-tight about beards and long hair. They tell the teachers about this, but it's the teacher's responsibility to decide what he wants to do with this information.

Participants at the nitty-gritty workshop ask questions like: "What if some kid says, 'Go to hell?' How would I handle that?" Superintendents often say they don't know all the answers, and that they remember how tough their own teaching experiences were--and still after twenty years they don't have the answer to a kid when he says, "Go to hell." That makes people feel better. There are no recipes to answer every problem.

It distresses me that as the opening of school draws near the participants are looking for recipes. They want buttons to push for any specific happening and they're somewhat distressed when they find out there isn't any such thing.

Attention to curriculum continues throughout the school year. Workshops are held each month at a central location with all participants from the sub-groups attending. The workshops are scheduled for a full day, usually on Saturday, so that there is no interference with school responsibilities.

Some topics for the workshops are picked by the staff because guest consultants must be lined up in advance. But as much as possible decisions about workshops are made by the participants themselves. We ask them: "What would you like to see at the next workshop that would be most valuable for you?" For example, in September and October; it is evident that one major problem everyone is having is discipline. So we hold a workshop on discipline.

In the Saturday workshops we see each other as a total group of sixty people with outsiders invited.

Teachers are encouraged to bring their principals and fellow teachers so other people can get a sense of the program. About three hundred and fifty visitors attended workshops in the program's first year.

The content may appear traditional, but the workshops are meant to produce fresh and stimulating experiences. They are activity-centered, with maximum participation and some options for participants. Every attempt is made to practice a "do as I do" philosophy. There are no lectures. The atmosphere is informal at all times. The emphasis is on the participant as learner.

For example, we invite a curriculum specialist to come in and do something called "mystery powders." The powders all look exactly alike and small groups try to discover the identity of the powders in any way they can. Participants don't really learn anything about the powders from the exercise. It doesn't matter whether the powder is flour or salt or sugar; the important thing is how people find out what it is and that it's okay to have fun while learning.

The curriculum workshops during the first year were not centered around curriculum materials as such. How a teacher used a movie projector seemed less important than how she used herself as a creative person. In the workshops, we wanted to model the kind of learning situations we hoped teachers would carry into their own classrooms. Our major emphasis therefore was on participant-centered activities. We were also interested in continuing and extending the interpersonal relationships of the encounter groups. After each workshop we drove off to Mac's, a local bar, and enjoyed ourselves. These unplanned, informal get-togethers were just as important to us as the sessions themselves.

When we did demonstrate the use of tangible classroom materials, participants understood that this was merely a part of the process of learning, not an end in itself. The workshops also accustomed teachers to the idea that participation in an activity was fundamental to learning. If teachers weren't involved in a learning experience, how could they expect kids to be involved? At every one of the nine workshops, teachers took an active part in their own learning. For example, we didn't teach teachers what caused discipline problems and how to control kids; rather, they learned about discipline first hand in a role-playing exercise.

A newspaper article about the Discipline Workshop, described the role-playing exercise:

LEARNING ABOUT DISCIPLINE *

This teacher walks into a classroom of "kids" clustered in circles of threes and fours, squirming in their chairs, teasing and laughing it up.

He's got a new project he wants to tell them about, but he can't get their attention. Nobody's listening in this nearly chaotic classroom, so the young teacher comes on strong.

He's shouting now and he picks up a chair and slams it to the floor, shocking some of the kids into momentary silence. His shouting continues and he's telling the kids he wants the class to have freedom and openness, but he's not going to tolerate what's happening now and there has to be quiet. He's telling the kids things like he's liable to lose his job if other teachers in the building complain about the noise and the way that his classes are run.

All the while his eyes are sweeping over the kids. They focus on Linda, who's still acting up, and he demands

* From Maine Sunday Telegram

that she stop or leave the room. She refuses, complaining she's being picked on.

The teacher tromps over to her, practically lifts her out of her chair, and escorts her bodily from the room. He returns and has the kids in hand now, when he is summoned to the principal's office. The class returns to near chaos.
"Okay, let's cut it here," says the guest consultant.

The scene is probably typical enough, but the reality is the teacher and the "kids" are only players. It's not even a school day. It's a Saturday. People are out getting married or hunting in the woods or doing whatever they do on Saturday. The cars are falooming by and inside a couple score of educators from throughout the area are almost through a nearly eight-hour workshop on "discipline in the classroom."

**Sarah, Bob, and Rachel failed to say much in their narrative about the different workshops, and perhaps this reflects how little our program stressed training in specific skills. Bob's only comments about the workshops concerned the one on discipline.**

BOB

The monthly workshop in November was on discipline and came at a very opportune time for me. For two months I had been meeting a group of sixth graders with very little success.

The discipline workshop gave me a chance to talk my feelings out. In the morning we watched a film of a classroom fight and had a follow-up discussion with several local superintendents; the theme recurred of meeting kids where they are. In the afternoon we role-played situations, and I began to feel what many of my students must have been feeling. I was part of a group playing unruly students, and Peg was playing the one-of-the-kids kind of teacher. But at the time I needed someone in that room to be strong, not to follow some kid's lead. She didn't do it, and the class exploded. Re-playing the situation with another teacher, he did stand up, and we started to quiet down.

**We tried to concentrate on discipline during early workshops because participants continually expressed needs in this area. From the beginning, they felt free to move the discussion in a direction that seemed most relevant to their needs. For instance, in a section of one workshop, "Child Growth and Development," the focus quickly turned from toilet-training to discipline. The leader had suggested that mother-child tensions in early childhood (toilet-training, feeding problems) might be analagous to teacher-pupil tensions in the classroom (discipline problems, reluctant learners, refusal to "swallow" what teacher offers them). But the teachers wanted to talk about the kinds of discipline problems they found difficult to manage and the leader responded by asking what they did.**

**In another workshop, we were discussing the open classroom, and a participant caught us failing to practice what we preach. After the staff and workshop leaders had talked for twenty minutes about control and structure, he suddenly blurted, "What you've done is represent a closed classroom teacher. You've controlled us for the past twenty minutes."**

**The teacher aides, as a group, had special needs which they talked out in sessions they initiated themselves. We were disappointed at first when they asked for a session exclusively for aides. Now we realize that aides have a lot of common anxieties which can be worked out in a group. They are new to the schools, without the support of other aides, and threatened by professionals. A role-playing session for aides can bolster their morale.**

The discipline workshop meant most to Bob, but Sarah's favorite was the workshop we held in March on "Sensory Awareness." A newspaper reporter describes this session on exploring our senses. Following his description are two contrasting analyses of the workshop: a meditative personal evaluation by an EDC evaluator who has strong reservations about the technique and Sarah's poetic impressions, which are pretty positive.

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NEWSPAPER CLIPPING ON A "NEW WORKSHOP"*

The workshop involved doing nothing--yes, doing nothing--but yet all the time discovering what is happening inside oneself, what one feels as he concentrates on different parts of his body.

"Hopefully," the leader told his group, "today we can experience what it is like to do nothing." He called it the "process of looking in," admitting that sometimes it is difficult to determine what is happening within oneself.

The EDC evaluator expressed her doubts about the ability of a "sensory awareness" workshop to achieve its goals of improving communication and understanding: A measure of the impact of this workshop, however, was that for the first time, she dropped an objective approach to our program and expressed her personal feelings.

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greater problem than not Knowing. That problem is.

EDC EVALUATOR

By the end of the day I felt a combination of exhilaration and let-down. The exhilaration I equate with a "high," an almost exaggerated sense of well-being, which I like well enough. What I didn't like was the accompanying letdown feeling which hovered near depression around all the unanswered questions I had during the day and afterwards. Some of these, about the workshop in particular and about the whole process in general, I will share with you now.

The first observation concerns the objectives of the workshop. They seem to range from helping teachers realize a "better understanding of their physical selves, make more use of all their senses, and be more aware of the impact of non-verbal communication" to the statement that there should be no expectations at all. I question both of these goals. The former is too broad and inclusive for a single day, and the latter is simply impossible, like telling someone not to think for five minutes or five seconds. We can broaden the range of our expectations to include a number of possibilities, but we cannot eliminate them altogether. If Marvin just wanted the participants to feel a little better about themselves--I think that could be met by the activities. But other things were hinted at throughout the day, like better understanding the non-verbal communication of kids, which is expecting too much of just one workshop. I wonder whether the process can achieve these goals. I believe we come to understand others better by being around them a great deal, by listening to them and observing them carefully, and by putting ourselves in their position, empathizing with their feelings. Understanding is a complex process of thinking and feeling and drawing upon similar experiences. I don't think anyone can prove it is solely a sensory experience.

Because I feel the way I do about change, I sincerely doubt that much could have taken place on Saturday. I think this is a good thing. I object to hopes of real changes and suggestions of real breakthroughs. I don't know what people's expectations were. Surely others felt reservations about the day as I did. If not, even the unanimity expressed in the wrap-up session is suspect. I would have felt more comfortable with what I consider more honest reaction--more openness in expressing negative as well as positive reactions. After all, it is others' negative criticism which keeps us honest and responsible.

My suspicions were not allayed by easy comments like, "Serenity is where it's at," "My good feelings are a celebration of my being, my existence." One of my basic objections to the whole encounter movement is its anti-intellectual quality--its suspicion of thinking and logic--its reliance on sloganeering. I heard on Saturday--"Let it be,"--what does that mean? "Think of the here and now," --how? "The gut reaction (to alienation) is different from reading about it or writing about it." Of course it's different, but

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the three aren't mutually exclusive nor is one necessarily better than the other. Each serves a different purpose. The thrust of our society has been to "intellectualize," to attempt to relate without feeling, but going completely in the opposite direction is not a logical alternative.

I am not sure that exercises separated from the context of the day to day living can effect real change in individuals. I am concerned about someone else determining the direction of the change for a whole group of people (is this Big Brother telling me how to feel?). I feel people are good imitators and can effect a stylistic pose, but it can be no deeper than a change of clothes. And most importantly, I feel that change can be valued for its own sake, that individuals feel compelled to change in ways that could be very harmful to themselves and to others. Some of these reservations apply generally to the sensitivity movement, others were merely triggered by Saturday's workshop. They are real concerns of mine.

**On the other hand, Sarah was unreservedly enthusiastic about "sensory awareness."**

SARAH

The workshop I liked the best, enjoyed the most, was the one on sensory awareness. In this one we started out by lying on the floor with our eyes closed and trying to let every muscle relax. We were to concentrate on a feeling inside us and try to move our "thinking part."

Inside my head I feel a lump. Most of the time it is right behind my eyes, but sometimes it is by my temples, sometimes at the base of my skull. In sensory awareness, I practiced moving that lump around inside me, not just in my head but all over my body. Sometimes that lump jumped down to my stomach without much trouble. Maybe another way of describing that lump would be to call it a focal point for awareness.

I found, while lying on the floor relaxing and concentrating, that I was having a world of difficulty getting this lump out of my head. I finally convinced most of it to go but left a little piece behind to stand guard. This made me see how much control comes from my head, and I could see why it is so hard for me to be spontaneous.

Then we stood up very slowly, walked around the room with eyes closed, sensing the nearness and distances between us. Then we were to touch people, slowly, noticing details we might normally overlook because we use our eyes so much--the roughness of a sweater, a soft silky hand, coarse, shaggy hair. I find myself much more aware of my other senses now. I especially like touching people. They are so warm and alive, it feels good. As far as teaching is concerned, I don't think you have to teach children appreciation of touch. They have known instinctively since the day they were born, arms thrashing in search of the warm, lifegiving breast, that security is being touched and touching. Somehow we have tried to stifle that instinct for touch and what I think I need to do is to show children that touching is just fine, that I like to touch. Then seeing that an adult is comfortable using that sense, a child may feel freer to enjoy that sense in himself.

How did other people react to these touch-feel exercises? Most of our participants enjoyed them. This session will not be included in future curriculum workshops because it has more to do with sensitivity than with curriculum. It will, however, be included in the encounter part of the program.

We received some negative feedback from outside visitors who were not familiar at all with sensory awareness. They were so hung up on their bodies that they became uptight when the leader asked them merely to look at their hands.

Since we were concentrating in the curriculum workshops on "learning how to learn" rather than content, the workshop we call "No Agenda" presented probably the biggest challenge to our theory.

There were seventy-five to eighty people in the room. We were divided into three groups--language arts, social studies, and

**math and science--with no material, no pencils, no chalk, nothing--just ourselves.**

**I was uptight. Heavy snows in Vermont had prevented one consultant from showing up. I asked Jack to lead the math and science group. Then someone in the group asked, "What's wrong with you, Marvin?" So I led math and science, subjects about which I felt I knew nothing.**

**The EDC evaluator describes how something was made out of "nothing" and then analyzes the results.**

EDC EVALUATOR:

When I joined the group just before lunch, they had reached a groping stage--what to do for the afternoon--and were beginning to flounder. At this point Marvin assumed the "teacher" role and directed them to form four sub-groups, each one to go forth and develop a twenty-minute lesson for the afternoon from whatever was available in the motel and its environs. Four lessons were developed:

1. Each of three groups was to use one of the senses to explore something in the area for five minutes and report back with a sensory description. The others were to try to guess what was explored. Senses were assigned--touch, smell, hearing.
2. Three colored salt solutions were made up with materials from the kitchen, and soda straws were supplied to try to find out which solution was heaviest, and to make a tri-color "sandwich" in the straw.
3. Shoes were exchanged for exploration of size and structure, with everyone's shoes all in a heap on the table at the end, for pairing, etc.
4. Evergreen boughs of several varieties were brought in for direct sensory observation--how they differ in feel, smell, growth patterns.

The first presentation was criticized as being too directive and not allowing room for choice. This led to strong reaction from the sub-group especially, who felt they had done as directed. When the second presentation, equally structured, was not so criticized "because of the inherent fascination of the materials," it left the group with a sense of confusion. The third and fourth lessons were presented briefly because time was running out.

Overall feedback comments included the following:

"We created a successful language experience from nothing, just using the people we had.

"We have to ask the child, "What did you get out of it?" not "Did you get this out of it?"

During the discussion, it was increasingly apparent that Marvin was not satisfied with this kind of sharing, and he formulated the following question:

"Was the object of this program satisfied? Is it conceivable that in Language Arts, or Social Studies, or Math and Science, language can happen without resorting to anything more than what is available in our immediate environs?--Did this option open up for anyone? Was there a move in that direction?"

PARTICIPANTS:

"Yes, and not just a recipe--germs of ideas, more awareness of implications. Good, but some problems of how it would work with kids--facilitation, interaction, etc."

"Yes, saw graphically importance of children over materials."

"Gained in ability to project self into position of the student--bothered most by need for facilitation of action, especially with kids."

"It's hard to react generally this time because we have no real idea of what went on in other groups, but I don't care because I got so much out of mine. I had a great day and I'm happy. You're ruining it by all these questions about the what-did-you-do-in-school-today approach!"

We tried to relate all "participant-centered activities" to the classroom. In a Social Studies session, also part of the "No Agenda Workshop," we simulated a political setting in order to develop ways of getting along in the classroom.

Action was facilitated by one consultant, who took up a position by the door, announced he was setting up a separate country, and invited others to join him. Several did, designating the door as the only "port." They were quickly walled off with a row of chairs by the other country. Problems of co-existence (who controls the light switch, heat, windows, etc.) didn't become serious until lunch time, when the holders of the port refused exit to the other group, and a real "donnybrook" took place. After lunch, the group explored their reactions to what had happened and discussed how the experience might be used in their classrooms. The question of whether the resource person "put in" too much was raised. A comment was made that one function of the teacher is to decide when structure needs to be imposed and how much, or why have a teacher.

A prime example of a "participant-centered activity" that strengthens close personal relationships were the evenings at Mac's.

After almost every workshop session about fifty of us met at a local bar to socialize. Some had to drive as much as four hours to get home, but they refused to miss an evening at Mac's. I consider the after class social hours an important part of the program. People felt good with each other. They often diaded, both during the workshops and at Mac's. This, for me, was the foam on the beer.



# classroom visitation

I think teaching is one of the most difficult and taxing jobs in the world, especially if the teacher cares, if teaching for him is more than earning a living. By the time school begins in the fall, almost everybody in the program looks at teaching as something he's enthusiastic about doing.

By this time, the staff has made certain educated guesses about teachers who might have some trouble in the classroom, particularly trouble with discipline. My co-consultants and I hit the road as soon as school begins, emphasizing the people we think would be having trouble and seeing everybody else, too. At the same time we encourage participants to call us and to call each other. All year long an enormous amount of calling goes on. People need somebody to care about them, especially when they first begin teaching.

Visits continue throughout the year. Everybody is seen at least twice a month and sometimes as often as five or six times a month. We try to see teachers for a half hour to an hour before a break period between classes so we can talk with them directly after the observation. In general we don't take notes during class. Participants say that makes them nervous.

We evaluate the teacher in his presence. We feel he has an absolute right to see everything we say about him on the evaluation cards we write up after each visit. The purpose of these evaluation cards is to see how we are doing as a program, not to see how they are doing. We take responsibility for the changes that all of us feel should take place in the classroom. We don't have to be in a room for a long period of time to know what is going on. Within ten or fifteen minutes we can have a real

sense of how the teacher mixes with kids.

Feedback to the teacher is usually given in two parts. The first part is a diad. We may say: "Here's how your room made me feel." "I felt kind of funny because you never even looked up when I walked in." "The room seemed very tense" or "the room seemed very comfortable." In the second part of the visitation we suggest ways that we can help: "I do have some ideas on how that reading could be done. I don't know whether you want them or not." We try to avoid recipes.

Our major emphasis is on the teacher-pupil relationship and the pupil-pupil relationship. Are those kids caring about each other? We feel that if a teacher models caring, then the kids will care too.

But we are also aware that school and parents expect students to learn to read. How can we help with that? There are many anguished protests from our teachers at the beginning. "I've always wanted to be a creative teacher and they give me a bunch of basic readers like Dick and Jane and Spot. What can I do? I can't do anything." We try to show them imaginative ways they can teach this material and ask if they want help in talking to administrators about supplementing the basic program.

In some cases, feedback from visitations doesn't seem to break through. So part of the program is pairing off two people who are having similar problems. We arrange for release time and substitutes and have them visit each other in their classrooms. Then they come together to talk over what they saw. Someone may learn that what so-and-so is doing is really bad news; and that so-and-so is doing exactly what he does.

Participants usually welcome visits from members of the staff. One staff member has been in education about twenty-five years, mostly in administrative positions. For the first time in his life he feels that when he walks into a classroom, the teacher is really glad to see him. And that happens regardless of whether his feedback to the teacher has been negative or positive. This is a natural outcome of the encounter group where staff and participants come to know and trust each other as people.

Rachel and Bob conclude their narratives with experiences in the classroom. Notes from staff visits to Bob's and Rachel's classrooms are interspersed where appropriate.

## RACHEL

In September I became the leader--the teacher. Superficially, it may seem relatively easy, to manipulate a group of four and one-half to seven year olds--or just one little boy.

Jack visits Rachel--September, 1970:
Rachel was uptight about my being there--didn't have anything planned--first day with first graders--all alone in afternoon--her nervousness surprised me.

"Shall I part my hair behind? Do I dare to eat a peach? I shall wear white flannel trousers, and walk upon the beach...

One morning I got Will out of the blockroom to do some work. I had spent very little time with him for three weeks--individually or in a group. The pressure of my guilt, fear that he wasn't learning and frustration at his unwillingness made me need to talk it over with him. He sat docilely, closed up and answered each question with "I don't know." It finally became apparent that although he didn't respond to the word "uncomfortable," he was just that. He was immobilized and wanted to get away. I finally realized that I was only pushing him farther into himself and venting my own frustration on him. I cheated, in a way, by pointing out that his parents wouldn't be very pleased with either of us if he didn't do something in school. This he could agree to. We became co-conspirators instead of enemies and this tactic gave us each a comfortable way out of an impass which I had created. I hope he can trust me not to belabor him again.

Marvin visits Rachel--November, 1970:
Spent one half hour with principal--very supportive and delighted with Rachel.

Rachel's room really feels good. Lots of activity--lovely informality--Rachel with small group on weighing (inductive method). Other children reading, painting, looking at shells, etc. (Two high school girls and student teacher circulating).

Rachel's need for structure shows through looseness of room, i.e. she's anxious to tie up concrete pieces of learning rather than letting kids arrive in their own time.

Rachel was really glad to see me and showed it more than usual with considerable affect. Afterwards our talk centered on her general frustration, sadness, and feelings of inadequacy. I suggested she try "working" in the encounter group. Rachel really needs to "break out" to risk criticism.

She feels good about herself in the classroom but feels guilty about it being done at the expense of her family. I told her I felt each of us does what we really want to do. She said she liked me and I told her I liked her, too!

During a visit from Marvin in late fall I described how I had organized the afternoon--which I spend alone with the older children. Although our program, spread out through several rooms, is quite open and free flowing with the whole group in the morning, I had imposed a structure of "assignments" on the afternoon. Marvin, while not criticizing this, did point out how much I seemed to need control. As I thought about this, I realized that my system made the children totally dependent on me. After Christmas I stopped giving individual assignments, let the children sign up for the area (reading and writing, math, art, occasionally science or music) they chose. While I always have some project or suggestion for each area, I also encourage them to pick something they want to do. Sometimes these work as I hope and sometimes not.

.. I have heard the mermaids singing, each to each. I do not think that they will sing to me..."

Jack visits Rachel--February, 1971

The visit with Rachel was hectic. It was the last day before vacation and the staff, as well as the children, were picking up. Yet it was really beautiful to watch too. Some of the kids were working with materials, making valentines, stacking blocks in high piles, and measuring them with the yardstick to see how many blocks they could stack before the pile tumbled over. Three or four of the girls, I think first graders, were washing woodwork, tables, etc. I think it was on a volunteer basis.

Johnny is an attractive, bright boy who is naturally rather guarded, especially with grown-ups. Perhaps his reserve is a challenge to me, but somehow I have managed not to push at him, nor to expect the open affection or eagerness to work which is natural to some children (people). He has gradually come to trust me, or trust my respect for him. With some encouragement he will allow himself to be led out of the blockroom to "work." And he will allow himself to get involved, too.

Recently in a group gathering everyone was talking, interrupting, squirming and generally ignoring the marvelous thing I was trying to do. Johnny read my silent expression perfectly, looked at me for a while, then quietly announced to his neighbor that I was waiting for everyone to get quiet. Not a goody-goody reaction at all--he is usually wiggling under a table himself.

Jack visits Rachel--April, 1971

A really fun kind of visit--got a lot of things straightened out with Rachel. We did her evaluation with Jones--he's in charge of the elementary section, grades one through four. Rachel put him very uptight and defensive as they discussed the first section of the evaluation dealing with meeting professional obligations. He said, "Gee, I think that it is impossible for anyone to do that always, so I'll put down 'sometimes'." Rachel got very angry and said no, she wanted the always because she thought that she always did do this kind of thing. Quite possibly Rachel could have been right but I doubt it--the point was she wasn't listening to the man at all--I don't think she had the slightest idea what her hassling did to him. I'll say one thing for her--it got her a hell of a good evaluation. I talked about that with Rachel after we got through with the evaluation. I also talked with her about how I felt she stopped teaching when I came in each time and we hassled both of those around awhile, among other things. I felt much better when I left that day, both about myself and Rachel--in fact, that was the last thing I told her as I walked out the door. She said she felt the same way.

Perhaps the greatest help I've gotten has been in my relationship with my colleagues. There are three teachers working together in the morning. Until January, I was immobilized by my carefully concealed negative feelings toward Sue.

I had asked Marvin's help and he joined the three of us in a meeting where we were deciding on parent reports and coping with the problem of "goals"--a chore imposed on us. In any event, Marvin got us talking about ourselves and how we worked together. I was scared and talked very little. Sue whom I'd carefully not told of his expected arrival, didn't come on strong and defensive as I had predicted. In fact, she was calm, thoughtful and honest--by later that evening I realized what an injustice I had done to her. The next morning I told her all of this; my resentments, my asking Marvin for help and a lot more. We talked and talked, finding much in common, finding things to respect and to enjoy. I could not have done this before, and could not have done it then without Sue's honesty with Marvin in front of me.

Needless to say I can learn from her now--and, pleasantly enough, she from me. We can enjoy ourselves and the children together. And we can share bad days, too.

BOB

My sixth grade class was a problem. Originally, I tried reading poetry and word games to them, hoping they would respond to oral work. I felt they would be happy to get away from books. I did not command, but asked them to do things, and was scrupulous in protecting their rights in the classroom. Results: chaos, frustration; I hated to go into the room, six kids wanted to get out of the section, and a few of the more destructive had already been switched.

Paul visits Bob--October, 1970

On Tuesday I visited Bob's low group, sixth grade, which he has for three consecutive periods. He started off by asking them to write about what happened to them on the way to school this morning. Then he read their work to the class as a whole. During the writing the behavioral patterns of the group were unwieldy. However, during the reading all were interested and attentive.

I went back after school for a diad with some questions that I thought Bob should answer. These were: What does he feel he is accomplishing? Are the kids in on his wants and directions? Who is learning? What?

I fed back to Bob: 1) I saw him as a potentially good teacher; 2) I saw him use idle threats that were not carried through; 3) I saw him needing to decide these answers; 4) I pointed out his relationships with one girl and two boys--named them specifically for Bob; 5) I saw Bob missing some signals but picking up other signals and ignoring them; 6) I saw Bob reacting in the classroom as if everybody's rights were more important than his. Many of Bob's rights as a person were violated. He was not taking the responsibility he should; 7) I asked Bob what he wanted and where he was going in that classroom.

When Paul visited my classroom, during one of these low-track sixth-grade classes, he asked a very simple question. What about my rights in that room? After all, if I wasn't important enough to stand up for myself, how important would the kids think me, or how much would they stand up for themselves? But my reaction was to go back to class and talk about my rights, in general terms.

Marvin visits Bob--October, 1970

My views coincide with Paul's. Bob is not being honest in his reactions to the children--the children are begging him to be honest.

Marvin visited the class and said I wasn't confronting particular kids. "Get rid of that desk," he said. I didn't realize I was hiding behind it. Paul had also told me I needed to confront. At this time, because I wasn't feeling threatened by the administration in school, I asked my principal and department head for help in materials. The principal pointed out that I was not meeting the kids on their own terms. "We don't want to be different; we want to succeed (for once) at regular English. We don't trust you enough to do all this different stuff." That's what those kids had been telling me all along.

Jack visits Bob--December, 1970

Having a study hall. Seemed tough. Couple of kids were whispering and Bob asked for and got silence--"I want you to stop talking!"

We spent most of the time talking about the last meeting and how he feels about his relationship with his class now.

He really seems to look better--more willing to take responsibility for his class--more confident.

Principal feels he has an impossible task to get the kids in the shape that he would like them. He added, however, that the experience will help tremendously when he starts fresh next year. I think he can do it this year!

His personal relationships with the kids are really great--respectful and respectable.

Anyway, the sixth-graders and I started with basic readers and spelling books, eventually getting to individual reading and projects. The most important aspect of the change in the class for me is not that doing plays and projects is "the way it's spozed to be." The class often, much more often than ever, is the way I'm happy to have it. The kids don't seem frustrated normally, and are more willing to work through problems: "O.K., you want to do this play, but four people aren't involved. What are they going to do? How are we going to do this?"

Jack visits Bob--January, 1971
Bob was working with an eighth grade group in writing or analyzing writing. Divided the group into four sections--first time he's ever tried it. Had several things written on the board dealing with the exercise. One was "groups are responsible for their own discipline." Not sure what he wants so is leaving it up to the kids. Class was very much subject matter oriented. Spends little if any time dealing with interpersonal relationships or how groups were functioning. Help him establish policy for next group division.

Jack visits Bob--February, 1971
This card is in reference to the visit of Bob along with seven other teachers who participated in a special program to help them feel better about themselves in the classroom. The eight people spent two days--they visited one another and on the second day met in the EDC office to talk about it.

Jack visits Bob--February, 1971
God damn him! He is losing control of the class again. What really makes me mad is that I just passed another teacher in the corridor and told her what a fantastic job I thought Bob was doing and she agreed. She said that she thought all the workshops were great and that the pace Bob was going was just great and it was important to him to be able to move this slowly and he was really shaping up etc. etc. I proceeded to Bob's room. I walked in and they were in the middle of an exercise in English--some kind of word-sentence structure thing which I didn't understand at all. He'd ask a question and ask the kids to answer it by raising their hands. Anywhere from six to eight kids would respond--no hands, just shouting out--and Bob would say "Aw, be quiet" or something along this line in a quiet voice. Every once in a while he would shout out "Don't talk out of turn--you're very impolite--you're very rude and refer or direct it to one individual child. The class would be very quiet for twenty seconds and then some other child would speak out and Bob would say, "Yes, that's the right answer." This kind of thing continued on for another fifteen minutes until one child in the back of the room who had done very little of anything during the whole period was, all of a sudden, asked to leave the room by Bob. He did with a little static. The class was reasonably quiet for a few seconds and then a continuation of what had happened previously. By the time the class was over I was really ready to talk with Bob and told him how bad I thought it was. He said it was nice, it was a lot better, and he said "I don't want to rush into these things." It set me back a bit because it made me realize that maybe I was wrong.

Regardless of whether I am right or wrong what I saw made me feel very uncomfortable and I had to tell him that. I told him he didn't confront and when he did he confronted an issue, not a child. He asked a child to sit down in his seat and the child would say "I'm almost sitting down." I

came back at Bob and finally he said he didn't feel good and he knew the problem was there but he didn't know what to do about it. I asked him to confront the child, not the incident, to really think about how he felt, about what was happening as opposed to winning, just getting his way. Bob had to go to a teacher's meeting and I didn't feel that awfully good when I left but I think it was good just the same.

The final thing I can say about visitations, and the EDC program, I guess, has to do with slipping out from under. When put on the spot, I can usually find a way to slip out from under. In order to do this, I must ignore my feelings.

Jack visited my homeroom eighth-grade class one day, and we were having a grammar lesson. It was a hard lesson, and these kids weren't "supposed" to be able to handle this work. I felt we were getting farther than we ever had, but the class was noisy, and I had been asking them to quiet down. Asking, politely, standing up for their rights, not mine. Jack said afterward, "You don't confront, unless you call saying 'Please quiet down,' and waving your hand confronting." I couldn't slip out from under that comment. I did try to rationalize, but he had hit my feelings exactly. I don't always confront problems or people in class, at home, in the group sessions. But at least now I can't kid myself into thinking I have.

"I hope this book somehow rages against some fears... I hope this book somehow helps me in the writing and you in the reading to take the risk of looking in the mirror, to take the risk and to hopefully find out that it's really okay to be who you really are, that you and I can start

There is a common purpose behind all that we do. Whether we're interacting in an encounter group, finding out about "mystery powders," or giving feedback in the classroom, we're always seeking to allow participants to think of themselves as people first and teachers second. The following quotation from a newspaper article I wrote for the Maine Sunday Telegram is one way of stating the overriding goal of the program.

Let me tell you who I am.

I believe that the school is for everybody, lest my own children be excluded. I'll fight for the right of the pupil to be what he is. I feel an obligation to fully accept different learning styles and abilities so that my own uniqueness won't be rejected. I'll protect my right to say "I don't know" --and I want "not knowing" to be the exciting beginning, and okay for me and for my children

The school is an extraordinary institution; its major significance lies in the fact that it touches us all. And since a school touches us all it has to be all right for each of us to be what he is. It also has to be okay for the institution to have its values. There must be mutual respect.

What does a child learn in school? Does he really learn what the teacher sets out for him? I propose to you that the most important thing a child learns in school is the teacher. Not necessarily what the teacher says; but what the teacher IS.

Enthusiasm for learning is infectious. A child needs models that are excited about learning and are concerned about the problems of not knowing. People who know it all make me feel inadequate and make it difficult for me to show that I don't know.

In my opinion, there is a greater problem than not knowing. That problem is not allowing oneself to be a real person. Teaching is how I earn my living; it is an important part of who I am, but not all of me.

As a teacher I play a role; so does the student. Too often these roles are not compatible. The one common denominator is the fact that both the teacher and pupil are people, human beings with all the potential implied by the term. It is at this gut level that real communication takes place. For true interaction of ideas, the teacher then must be a person first and a teacher next. And in the classroom the student must be allowed his personhood.

Even if the acquisition of knowledge were the singular goal of school, it would be a fleeting commodity. The amount of knowledge available to man is increasing at a fantastic rate. It is doubling at least every decade. The teacher who knows all there is to know today would know only half there is to know within the next ten years. The quality of that knowledge may also change. Who knows what is important enough for a student to learn? It seems to me that the only objective that has a chance of success is the development of "lifelong learners." This is to say that learning how to learn is important. In the classroom, then, the process becomes more important than the product--or the process is the product.

By my definition, an educated man would be one who could identify his problems and what he needs to know. He would know how to find his answers and how to interpret them when he finds them. He learns how to do this by doing it. What is more, his desire to learn would allow his psychological and emotional status to grow. He would feel good enough about himself to be able to do what he needs and wants to do.

pping some of the roles that we play and can come on much more as human beings."
M. Rosenblum

The real issue in education, is learning.

But learning is complicated. Consider, if you will, the problem a teacher would have in trying to make contact with my mind. I may not SEE the same thing that the teacher sees when we both look at the same thing. I probably don't HEAR the same thing he hears, nor do I necessarily hear what he intends me to hear when he speaks. What I take TO an experience has a lot to do with what I take FROM that experience.

What really counts is that learning is a reciprocal process. It requires give and take, and communication going back and forth. The pertinent point for the teacher is that learning insists on the consent and cooperation of the learner. It is as if the learner is crying, "Help me to become involved, so I'll try to learn it. If I don't try, if I don't let you in, I cannot learn."

And the success-failure complex has much influence on learning. Theorists say that we learn more when we succeed than when we fail. For me failure is another mode of learning. What I have to know from my teacher is that it is okay for me to make mistakes and fail--not just in words, but in real behavior. Failure is a tool to learning when it occurs in a supportive atmosphere and does not threaten me.

My classroom does matter--not as bricks and mortar but as a place that defines a community for learning. If it has too little space, the pupils' paths to learning are restricted. If there is too little light or too much extraneous noise, seeing and hearing each other would be limited. It is important that the pupils have ready and comfortable access to each other and to what each has to give. A truism with teachers is that children learn more, or as much, from each other as they do from the teacher. The place becomes important, then, as it affects the process of relating to each other and the problem at hand.

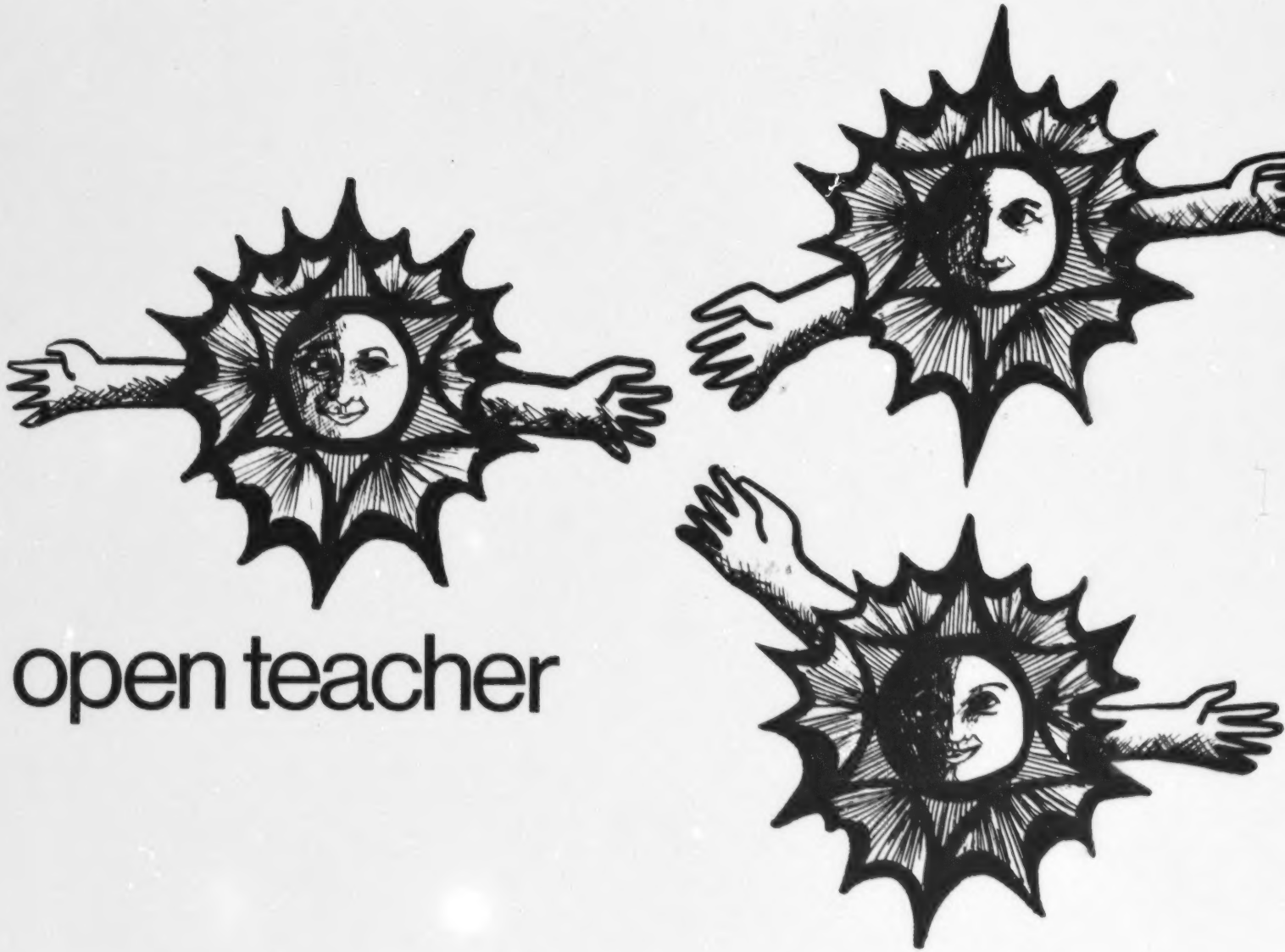
My teacher will know that he doesn't know all the answers. He will be able to tell by intuition, sensitive perceptions, or gut reaction ways in which my unique style as a student may be unlocked. He will care enough about me that my mistakes and failures will be okay, so that I will not be afraid to try again. He will let me discover, to learn the joy, even though he knows an easier way. He will model the behavior that I can emulate by taking something from me, so that it will be easier for me to take from him. He will listen with a third ear. He will have a sense of appreciation for my left-handedness and my left-handed way of coming at things. He will show caring about me, but not by the rhetoric that has fooled me before. He will fulfill his role as a teacher because he also will be a real person.

Make no mistake. My argument is not with the content. I want my children to learn to read, to write, and to work with numbers. I want them to have the sciences and the cultural subjects. I want them to learn the content. But, most of all, I want them to learn with a sense that will keep them learning.

My concept of the open classroom is a teacher who is willing to take responsibility for whatever it is he does. He says: "This is where I'm at. This is where I'm comfortable." None of this crap about "This hurts me more than it hurts you" or "Five years from now you'll come back and thank me." I prefer: "I'm an autocratic, obsessive compulsive who needs this room quiet and neat and that's the way it's going to be." That's openness to me.

# goals

Allowing teachers to be "real people" is what the program in Maine is all about. Allowing a person to be an "open teacher" is another way of saying the same thing. I attempt to identify and illustrate the specific qualities that I believe characterize the "open teacher." I'm much more comfortable presenting the program's goals in this informal personalized way rather than as a rigid and dogmatic-sounding list of training objectives.



f the open teacher

I see the "OPEN TEACHER"

TAKING RISKS in the classroom (and being honest and showing trust and modeling give-and-take).

Regardless of the type of classroom a teacher is involved in--whether it's run along traditional or structurally "open" lines--communications and relationships are determined by the quality of personhood and openness that the teacher possesses and models.

If the teacher can take risks that will "expose" himself to the class, then children can show themselves. If the teccher trusts the children and can show it, then children can let honest feelings be released. If the teacher takes as well as gives and lets the value of open give-and-take be discovered, then children can and will act at the gut or affective level of human behavior. If the teacher shows anger, it is all right for children to feel angry. Ultimately, the object is to communicate as a person rather than as a role player.

Risk-taking in the encounter group: The leader takes risks, establishes trust by showing trusting and caring, deals honestly with each experience, and lets both giving and taking be an exemplification of desired behavior. The leader both models and facilitates; he listens carefully; and he looks carefully.

An example of risk-taking: Consider the case of a teacher in one of the groups who hated a student. He had tried everything, even being nice to the student. Nothing worked. The kid grew more hateful, more difficult to handle every day. As the participant discussed this with the group, I just listened at first. Suddenly the whole group turned to me and asked what I would do. I blurted out that somehow I'd tell that kid that I didn't like him. They said you can't do that. A teacher couldn't go up to the kid and tell him he hated him, because the student might not be able to handle something that powerful and because there are realities--he might lose his job for example. That's important, too. But I think he could say to the kid, "I have trouble liking you and it bothers me. And I need your help to work it through. Can you help me?" Look at all the energy that's freed up. A teacher hated a kid but was being nice to him. The kid, although the teacher was nice to him, was picking up negative signals. So the kid was using up energy trying to figure out what was wrong. He must have thought, "Could I be crazy? The guy's so sweet to me. Why is it that I feel he hates me?" So all that energy was wasted. And that energy could be mobilized the moment the truth is told.

I see the "OPEN TEACHER"

taking risks...
MODELING REALNESS (which allows realness in others)...

The unreal person or teacher displays and models behavior with which others cannot be themselves. The teacher never makes mistakes; therefore, the child cannot show his imperfections. The teacher always gives, never takes; therefore, the child cannot be a giver. The teacher has all good days; therefore, the child cannot show that he has bad days. The obvious reaction for the child is confusion. What is wrong with him if all his natural and real feelings are so out of line with his model?

An atmosphere of realness--where things can be as they really are--encourages realness, or, better yet, allows realness to exist. In such an environment, a child can expose himself, can be himself, and can learn about himself. His personhood and self-image are the issues. The teacher model can let their development take place.

Realness in the encounter group: The essence of the program is the model established by the leader. The theory is that participants learn in the same way that a child will in the classroom. Realness in the leader model allows realness in the participants. The "do as I do" lesson is exemplified.*

* see p. 2 for an example of this

I see the "OPEN TEACHER"

taking risks...
modeling realness...
KNOWING HIMSELF AND HOW HE AFFECTS OTHERS...

There is a difference between what one shows of himself in his public image and that which he displays in his private image. The public image is what he allows others to see; his private image may never be exposed totally even to his family.

Most individuals aren't aware of their own strengths and weaknesses or have never had or really heard honest feedback. They see faults in others, yet have never recognized the same in themselves; conversely, their self-perceived faults may be considered too serious to allow others to see.

When one realizes that what he thought was unique in himself exists in others, he no longer has to expend energy to hide his weaknesses. His self-worth is nurtured, his dealings with others are more open and honest, and his capacity for interaction is increased.

The more positive one's feelings are about himself, the better equipped he is to be himself. If he feels good about himself, he is more aware of goodness in others. The status of his personhood has a dramatic effect on the personhood of those with whom he associates. In few other interactions of people is this more important than in the teacher-pupil relationship.

Knowing yourself in the encounter group: The leader encourages group members to participate in the initial process games. These provide opportunity for self-discovery; they also give the basis for feedback from other participants and further information for the leader, who points out the discoveries and recognitions as they occur.

To illustrate, I can talk about myself and my first experience in an encounter group at Esalen Institute in California. Walking into that situation, I was frightened to death. I wasn't sleeping and really had amazing anxiety attacks. At first I started out by trying to charm everyone. And one day, I don't know how it came up, somebody was pressing for who John found the most attractive woman in the group. Then they talked about who they thought was the most attractive man in the group. And it was me. It wasn't John. I was angry at that. I felt it should have been John. He was the leader and he was big and beautiful and all kinds of things. And then a woman leaned across and kissed me and John said, "Gee, Marvin, you're really a beautiful person. I just don't believe how beautiful you are." And all of a sudden, I started. I said, "Let me tell you who I really am." I let it all come out--all the negative things I'd been hiding in myself for years. It was extraordinary. After I came out of that, there was real love all around me and I could really accept it, because I'd shown them me.

I see the "OPEN TEACHER"

taking risks...
modeling realness...
knowing himself...
TAKING PLEASURE IN LEARNING

The name of the school game is learning. The product of the educative process is a "life-long learner." In the game, the process of learning is more important than what is learned.

Although there is disagreement in learning theories, involvement in the process and success with learning are accepted ingredients of pleasurable and effective learning. The teacher too must be involved and derive pleasure in his learning. To tell him is not enough. To be told to be compassionate with children does not necessarily bring compassion. Awareness of children and their interactions comes from involved experience, not from cognitive lecture. Isn't it really better to model behavior that you'd like somebody to simu-

late than to preach it? Isn't it better for a teacher to really show himself as a learner rather than as a teacher? Well, how does this come about? It requires a certain amount of vulnerability. Learners don't always win. Learners make mistakes. Learners fall on their faces. Learners are frustrated. That means the teacher is frustrated. That means the teacher makes mistakes. But the traditional model of a teacher has been somebody who tries to be perfect and tries to make it look as if it were terribly easy for him. This diminishes communication because for the student it is often scary to ask questions in the face of all this expertise.

Learning to take pleasure in learning in the encounter group: In the last analysis the real mark of success in the encounter group is people feeling good about themselves, about the group, about what they've learned.

I see the "OPEN TEACHER"

taking risks...
modeling realness...
knowing himself...
taking pleasure in learning...
UNDERSTANDING GROUP AND PERSONAL RELATIONSHIPS

Teachers are cognitively oriented in varying degrees. For many, an unemotional explanation or discussion serves as a necessary stage in the process of conceptualization. The theory in this program is that real learning comes from the experience, so group and personal relationships are experienced through active participation in process work. In order to solidify the experience for those who must have the verbal dimension, discussions and explanations are provided at various intervals, or when asked for.

Often, after a dramatic incident, such as Sarah breaking into the group circle (see p. 26), some people still look puzzled. They say, "If she had only tried to get through me, I would have let her in." The group generally gives negative feedback to this attitude. But the most facilitating statement comes from the person who is trying to break in. He says something like "I didn't want you to give an inch. I wanted you to show that you felt I was strong enough to break in on my own."

I see the "OPEN TEACHER"

taking risks...
modeling realness...
knowing himself...
taking pleasure in learning...
cognitively understanding group and interpersonal relations...
DEALING WITH THE HERE AND NOW...

As valuable as experiences can be, the only true point in time for communication and personal interaction is Now; the only place it can happen is Here. Feelings of the moment, in this content and context, in and within this individual or group, are the real precursors of interaction.

The group and the session are the microcosm of the real world. In order for it to happen in the world, it must happen Here and Now. To do otherwise is to cop out in a new here and now in the outside world.

Dealing with the Here and Now in the encounter group: The leader establishes the group as a real-life environment. He then is alert to the concept throughout all group experiences. He states: "Stay with the Here and Now; this is the world; Now is the time; what are you feeling Now?"

Discussions related to the realness of the Here and Now guide some participants in their interactions.

One woman, after she had arm-wrestled with a man, said it had been fantastically difficult for her because she was afraid of all men. I was angry. I said "I refuse to be treated as all men. I want to be treated as who I am right now."

" if our public image is quite different from ourselves, if in public we're altruistic, we're givers, we're perfect, we don't make mistakes, and if our private image is somewhat the antithesis of this, an enormous amount of energy has to be used up in keeping the public fooled, in keeping our audience off guard, in keeping our audience in just the right position so they never see the mirrors that are really holding the whole thing together.
THAT ENERGY CAN BE USED FOR SO MANY OTHER THINGS,
NOT THE LEAST OF WHICH IS FEELING GOOD ABOUT ONESELF,
FEELING GOOD ABOUT SURVIVING DESPITE THE FACT
THAT YOU'VE SHOWN A LITTLE MORE OF YOURSELF
THAN WAS CALLED QUITE SAFE.

That's part of the purpose of encounter and as a student, or a person who is a student, sitting in a classroom, watching that kind of teacher, or watching the faces of my own students through the years, I didn't believe what I saw, and I don't think they believe what they see. I think, however, it's too scary in terms of grades, in terms of confrontation, in terms of social disapproval, to "rock the boat, so they don't make it easy for me by asking me to be real... they don't make it easier, because I don't think it ever really gets easy...
BUT THE MIRACLE, THE ONLY MIRACLE I KNOW OF, IS PEOPLE, AND THEIR INFINITE CAPACITY;... AND THE SENSE OF USEFULNESS THAT I HAVE ABOUT MYSELF IS IN SOME WAY HELPING THEM TO KNOW THAT THEY HAVE THAT CAPACITY, THAT INFINITE CAPACITY TO DO ALMOST ANYTHING THEY WANT TO DO." M. ROSENBLUM

I see the "OPEN TEACHER"

taking risks...
modeling realness...
knowing himself...
taking pleasure in learning...
understanding group and personal relations...
dealing with the Here and Now..
ACCEPTING AND OWNING his whole self...

The teacher deals with whole children--their basic needs, their intellectual capabilities and styles, their emotional and psychological factors, their experimental limits, their potentialities. The teacher's operational effectiveness is also determined by his knowledge of self, his acceptance of his wholeness, and his ownership of all the parts that make him whole.

Ownership of self in the encounter group: The agenda of process work is an open one. Any item is legitimate fare for the process within minimal guidelines. Therefore, all aspects of human behavior and endeavor, especially the expression of needs and wants, are allowed.

The trainer attempts to emphasize the concept of wholeness and brings the subject to the group. There is, however, a clear difference between acceptance and ownership. The former may be simple, cognitive recognition; the latter denotes affective acceptance. "Own it in yourself!" is a key phrase. "Know it, accept it, and use it" is a desired point of departure for improved self-image and more effective projection of one's whole self.

Owning has to do with your perception of what's going on as much as mine. When I have completely shown you all there is to show, then I can be completely certain that the feedback I'm getting from you is trustworthy. The trick to really owning some something is to let it all show. Then look around at these mirrors that are the members of the group and you find out it's okay; you're done with it. It's you, it's okay, you own it, and you go on.

Paul, one of the staff members, once talked about how he came to "own" in himself his feelings about touching other men.

Quoting from a taped interview with Paul:

I always felt that people meant an awful lot to me but I never could get close to them. I especially kept my hands off men--if I touched them, I touched them differently. The very thought of homosexuality nauseated the hell out of me. So in the group, Marvin and I went at it. He pushed me on the whole homosexuality thing. Watching other people and dealing with them on the issue, it seemed that many men felt it was good to put your hand on another man. I guess I felt that it was not all right. But somewhere along in that group, I found out that it felt good and it was perfectly okay. I have three sons. Before my experience in the group I could take the two little ones in my arms willingly. I could hug and kiss them and call them honey. But I kept catching myself starting to put my arm around the oldest one. I thought it was time for me to punch him on the arm or call him Paul or something; it was time for him to be a man. But then, after the encounter experience I went home and started hugging him again. I'd take him in my arms, I'd kiss him and call him honey, and I believed that this would serve to make him more of a man.

I see the "OPEN TEACHER"

taking risks...
modeling realness...
knowing himself...
taking pleasure in learning...
cognitively understanding group and interpersonal relations...
dealing in the Here-and-Now...
accepting and owning his whole self...
TAKING RESPONSIBILITY

School personnel, teachers and auxiliary people, can and do identify an "enemy out there" as rationalization for their own actions or lack of action. (Parents want homework for their children; school administrators do not want waves made; adult-

imposed rules and regulations are good for children.) Actually, every interpretation of another's motives or actions is a projection of self. Responsibility for action or inaction is the actor's; its acceptance often requires a crossing of fear and apprehension barriers.

Taking responsibility in an encounter group: The trainer asks questions such as "Who is the enemy?" "Whose responsibility is that?" and "Are you afraid to do that?" He periodically inserts such comments as "That's your problem!" and "Look at yourself!" and "Who makes that decision?". The trainer also models responsibility during group sessions. There is discussion and rapping about behavioral experiences.

To illustrate what can happen when a teacher fails to take responsibility, consider the case of Louise. In the group, Louise had a tendency to say what she thought people wanted her to say. She had done that all her life. And she did it with her kids in the classroom.

She was having real difficulty relating to kids. What she did was too weak. It was confusingly vulnerable and the kids couldn't help but zero in on what she told them about herself. They knew it was phony. She was trying to say, "Be my friend." Kids don't need any friends other than the ones they've got. They saw her as not really believing in them, not even believing in herself. And they were using her all over the place. She'd yell at them and the noise level would go up. There was no respect; there was nothing between them.

As she told me her problems, she named all the enemies. It was a low group. She complained that she had the worst kids in the school. They came from a rural area and couldn't possibly speak English at the level she figured the class should. She didn't get much cooperation from the principal either. She had a whole list of enemies.

In the group, I saw what was going to happen. I knew Louise was going to have trouble in a classroom. She never really heard us saying that to identify an enemy out there is only a way of rationalizing. The kids aren't the real enemy. Each one of us is the enemy. Any enemies we have really begin with ourselves. Me, I'm the enemy for myself.

If Louise completely understood this and accepted it, it would make a real difference in her teaching and everything else. Louise has made progress. She moves. She knows where it's at. What she needs is to feel capable of taking responsibility.

A human being is made up of many parts that may be separated for purposes of analysis and study; but he operates as a whole being. To even consider communication or relationship with only a part of that being is unrealistic; to attempt to operate oneself on a sequence basis using one part at a time is folly.

Courtesy, Museum of
Fine Arts, Boston

NO END

A person who has feelings

a person who can get angry

a person who can show warmth and love and affection

a person who cares about himself

a person who finds learning a joyous experience

is the kind of person

who would be most likely to help my kids

find the joy in learning

Who is the open teacher? Am I? Is Sarah? Bob? Rachel? I'm not sure any of us are open all the time, or even a small part of the time. I know how hard it is for anyone to live openly and honestly for even a small portion of his life. I know that to ask a teacher to be completely open is probably asking him to re-examine all the models of behavior he has ever had. I really know it's hard because it's hard for me. But, if how we learn is more important than what we learn, if interaction is more important than the products of interaction, and if the navigation of the distance between the teacher and pupil is more important than their standing close, then let's begin.

# appendix

# proposal

FOR FUNDS FOR THIS PROGRAM

Two school administrative districts wish to co-sponsor a project under Part 82 of the Education Professions Development Act which might be entitled An Alternative Program for the Training and Support of Classroom Personnel. It represents a combination and expansion of two existing EPDA 82 programs, the Partnerships in Education program, and an Intensive Summer and Follow-Up Program to Attract, Train, and Support New People for the Teaching Profession. The program will require an estimated $100,000 and will undertake the training of approximately 55 persons.

The needs addressed include:

1. The quantitatively diminished although still important need for training and supporting conditionally certified and other wise non-credentialled people who do begin teaching each year
2. The important need for integrating new and experienced people (as indicated by experience gained in the two on-going programs.)
3. Training for differentiated staffing
4. Team development training
5. Continued emphasis on personal growth, openness of attitude, the modeling of learning, and the integration of affective and cognitive growth

Goals of the program include:

1. The recruiting of highly capable but non-credentialled personnel, both teachers and teacher aides
2. Their training during an intensive summer program and their support during their first year of classroom work
3. The exploration of new models and new means of teacher-training and support programs, emphasizing in service programs for beginning teachers
4. The development of means to prepare teachers for working with teacher aides and to integrate teacher aides in the classroom
5. The bringing about of general school growth and change through the creation and support of skilled staff members and teams
6. The demonstration of the feasibility of rationally operated pre and in-service teacher-training programs including involvement of a teacher-training institution in field work

The operation of the program will be contracted by the co-sponsoring education agencies to the Mid Coast Maine Project of the Education Development Center. Participation in the program will be open to personnel in school districts encompassing the coastal stretch from Scarborough through Stockton Springs, represented by the Mid Coast and the Cumberland County Superintendents Associations.

The project will build on the "know-how" developed over the past year in the operation of the two existing programs. Definitive planning has been undertaken by those interested superintendents in the two associations in conjunction with the EDC staff.

Recruitment of the participants by the superintendents with prior knowledge of the training to be undertaken will be a first step. Superintendents are already strongly committed to the support of the program and will begin recruitment efforts immediately upon approval of this project. It would seem reasonable that 20 partnerships people (ten partnerships of two each), 20 liberal arts graduates without the proper credentials for teaching (for a description of "partnerships" and "liberal arts graduates" as used in this proposal see the two proposals as submitted to the State Department of Education, April 15, 1968), and 15 potential aides might constitute the total group of participants to whom stipends will be paid. According to the expressed needs of the superintendents, participants could be deployed either as individuals, as partnerships, or in trained and developed teams such as one partnership, one conditionally certified teacher, and a teacher aide all working together. In certain instances, superintendents will include their experienced teachers as part of the training program with financial support directly from the school system.

Additional sources of funding for particular parts of the program are being explored, such as:

1. State OEO money or Dept. of Labor funds to support teacher aide training

2. Pinecap support for teacher aide training

3. New England Regional Commission and Title V. ESEA funds for team building with experienced teachers

4. Gorham State College money for support of student teacher training

Three summer programs of two weeks each will emphasize personal growth and team development and will include workshops in curriculum school organization and school-community communications.

Each of the two week sessions will be for one third of the participants and will be at a location as convenient as possible for them.

The heart of the program will be an intensive follow-up and support effort during the ensuing school year on the part of the three EDC staff members, including visits to the schools, workshops in response to the needs of the individuals and teams, and a continuation of the personal growth patterns developed during the summer program.

# games

Games activities expose individual group members to each other and serve as a point of reference for further process work in the total group. The first four of those listed below are used in initial stages as well as when appropriate; the others are used intermittently as the process suggests.

## ARM WRESTLING

Purpose: Recognize competitiveness and personal feelings about losing.

Structure: Small sub-groups or larger group.

Process: Each group member is asked to arm wrestle with each other group member. This assumes encounters among all members of the group regardless of sex. Participants are asked to check their feelings related to winning and losing, and all group members are asked to observe the process for possible feedback to active participants.

## NON-VERBAL COMMUNICATIONS

Purpose: Experience non-verbal communications that we participate in all the time.

Structure: Sub-groups of five to six people in small circle grouping.

Process: Each member of the sub-group is asked to communicate in some way with each other member of the sub-group without the use of verbal devices. A member may take his turn as desired and may communicate in any way he wants. There is encouragement to be as honest as possible and advice to let one's momentary feelings control what he does.

## REJECTION GAME

Purpose: Communicate how we feel about people.

Structure: Sub-groups of five to six people in a small, closed circle.

Process: Each member of the sub-group rejects the one person in the sub-group that he wants in the group the least. There is encouragement to use one's immediate perceptions and to be honest in terms of selection and reasons for selection. The person rejected is to physically leave the room and stay out until invited back by members of the group. There can be a discussion of the reasons for rejection by remaining sub-group members. There is further encouragement to discuss pertinent perceptions and occurrences in the sub-group after all members have taken turns at rejection.

## TRUST GAME

Purpose: Demonstrate the degree to which we trust.

Structure: Sub-groups of five to six people with some form of soft floor surface and available space.

Process: Each member is asked to fall backwards and trust that each other member of the sub-group will catch him before he falls to the floor. The catcher stands at arm's length distance behind the faller. The faller holds both arms extended horizontally but folded at the elbow to allow a contact point for the catcher. There is encouragement by the leader that participants try a longer time interval between falling and catching to test the limits of trust.

## HAND PUSHING

Purpose: Use or do not use feedback on styles that are causing consistent failure.

Structure: Small sub-groups or larger group.

Process: Pairs of group members push against each other's hands in an effort to move the opponent from his stance. Opponents stand facing each other at arm's length distance (adjusted to shorter arms) with feet placed comfortably apart and position stable. The only points of contact are the hands, which are held upwards with palms facing the opponent. Feinting is also a possible technique. The game starts with a move by one opponent: it ends when one opponent's foot (or feet) is displaced. Size or strength has little to do with winning or losing the game. Participants are encouraged to check themselves through the encounter in terms of offense and defense, aggressiveness and initiative, passiveness and activeness, etc. Group members are asked to observe for feedback.

## BACK PUSHING

Purpose: Show competitiveness and give-and-take, sense another person, let go enough in order to win.

Structure: Two people in small or large group.

Process: Participants place their backs against each other while sitting on the floor with feet braced for pushing or holding. The object of the game is to push the opponent back to the extremity of the space available. No ground rules are given.

## CHILDREN SELECTING AND EXERCISING CONTROL

Purpose: Accept direct albeit non-verbal feedback from children; recognize usual patterns of manipulating children.

Structure: Children in a group representing a wide age-span, five to twelve years old preferably.

Process: Children are asked to select their own teachers and attend a special "school session" with new guidelines. The teachers are lined up so the children can see them all and each child moves to his selected teacher. If some teachers are not chosen on the first round, those who have been selected usually point this out to the "pupils" and they are asked to reconsider. Eventually, all teachers would be selected by a child or children. They are to spend the session with the selected teacher with two specific rules applied: (1) the teacher cannot ask any questions, and (2) the teacher cannot make suggestions. The children are asked to remind the teachers of the new rules if the teachers forget.

## WHO ARE YOU? WHAT DO YOU WANT OF ME?

Purpose: Take responsibility for the degree of honesty used in verbal communication.

Structure: Two people in small or large group setting.

Process: Participants face each other, preferably sitting on floor. In turn, they ask and answer the prescribed sequence of verbal expressions. The prescription: One asks, "Who are you?" Answer. "Thank you." "What do you want of me?" Answer. "Thank you." Game is played until it reaches a satisfactory level for the participant; normally the end is obvious.

## BLIND WALK

Purpose: Express feelings about dependency and inter-dependency, recognize feelings about leadership and "followership," cut through to basic essentials in trusting interactions. Experience the world through senses other than sight.

Structure: Pairs of participants, self-selected, with entire group participating.

Process: Each member of the pair takes his turn to lead his partner through a series of experiences without use of sight and voice. The one to be led must close his eyes; neither partner can speak. At the end of a half hour, participants change roles.

An outdoors is necessary to provide a wide range of awareness opportunities and increased use of other senses. Participants are encouraged to be creative in providing activities and sensitivity to all possible inputs. This game also offers the possibilities of checking feelings toward others and self-images in terms of trust and caring, as well as sensitivity to wholeness.

## BREAKING IN

Purpose: Do or do not do what one has to do in order to get into a group.

Structure: Group in circle, standing in middle of floor, with arms interlocked to create a circular wall.

Process: The person concerned stands outside the circle and tries to break into the circle. No ground rules are given. The game ends when the person actually breaks in or cannot (or will not) break in.

## BREAKING OUT

Purpose: Show willingness to change by breaking out of the structure that holds one in his own constraints.

Structure: One person with remainder of group participating.

Process: This is played much like the "breaking in" game; a circle is formed by the group but the involved person starts on the inside and tries to break out.

## LIFTING AND ROCKING

Purpose: Accept, be dependent on, let go of, and trust the group.

Structure: Entire group interacting with one group member who is lying prone on the floor.

Process: Each participant takes hold of the person, lifting him up in his prone position in unison. When the comfortable height is reached, the group rocks the participant gently back and forth.

## AIRPORT

Purpose: Communicate with empathy, hear, trust, and follow directions.

Structure: Whole group activity with chairs and shoes in the room. Chairs (about 20) are placed in two parallel rows about five feet apart to simulate an airport runway or landing strip.

Process: Each group member removes his shoes and throws them into the "runway" between the rows of chairs in a nondescript and chance pattern to indicate debris such as wrecked planes or vehicles. The game is played with two people active at a time; one in the control tower, the other piloting a plane. Control may position himself any place, but must stay where he first chooses; the pilot is blindfolded and located at the end of the runway. The pilot cannot speak. The object of the game is to move the plane onto the runway (all the way through the shoes and between the chairs without touching) by verbal directions from tower only. Other participants may play in turn; roles can be changed. Group feedback can be valuable to individuals and the group.

# evaluation

At the end of the summer, we gave an unofficial questionnaire, drawn up by the staff, to the participants. This was the first of many evaluations given to the teachers to measure the success of our program.

This evaluation was written to give us feedback on the strengths and weaknesses of the program and of the participants. Additional purposes included: obtaining statistical information for the end-of-the-year report, writing proposals for future programs, justifying certification, and "selling" this method of teacher-training to institutions and institutionally-trained teachers.

The last purpose "selling" probably bothers some people. Let me explain what I mean by the term. The word "selling" does not mean we want to hear only nice things about the program. The institutions have been doing this kind of "selling" for years and are fooling no one. We feel there are positive things to be said but the negative must be said also as it is equally important.

We asked participants to level with us and really "tell us like you see it--I mean really see it." That way, when the information is compiled, true benefit for future participants can be realized.

Since a statistical interpretation of this evaluation has not yet been processed, we have chosen to include only the comments of Sarah, Bob, and Rachel. Their evaluations are not supposed to be a representative sampling. They will provide, however, a broader view of how these particular participants felt about their personal growth during the summer program.

Compare the summer sessions by placing on the line between the two session parts, a check (x) in relation to their effect on you in preparing you for a successful classroom experience.

If you have a strong preference for one over the other, check the line on either the extreme left or right. If you feel both to have affected you equally check in the middle. If one is some degree better than the other check the line at that point to the left or right of center in accordance with your feelings.

Please explain the position you have chosen.

BOB

TWO WEEK SESSION----------X-----THREE DAY "NITTY-GRITTY"

All the feelings and knowledge of possibility of trust coming out in two weeks, but the Nitty-Gritty-talking-discussing plus encounter homed it in on classroom. Going to staff meetings at my school on Thursday helped too, because many specific fears started coming out then. But like the second week of the two was better after withdrawing over the weekend; the three days were better after a month of fantasy and fear. Neither of the parts can exist without the other--if teaching is what we're after--and spaced encounter periods seem good to keep checking and loving.

Oh god, I really can love. Thank you.

SARAH

TWO WEEK SESSION-X-X-X-X-X-X-X-X-X-XTHREE DAY "NITTY-GRITTY"

I find it difficult to compare the two--both were valuable in their own right. A person can't teach if he doesn't know subject and method--but someone who knows subject and method is a failure if he cannot relate to his students as a human being.

We have been deluged with excuses and long involved explanations long enough--too long, in fact, so that people often don't know what they mean. People are real-teachers, students, adults, and children; their needs and wants are real. To learn to deal with these real feelings in myself and others has been my objective in this summer course. I feel I am learning and there are others learning, this makes the world seem a little brighter for me--as though slowly I am feeling my way out of Plato's Cave.

RACHEL

TWO WEEK SESSION---X----------THREE DAY "NITTY-GRITTY"

I had already done many of the workshops, i.e., the EDC-ESS staff, and knew the Children's Museum material. The first time I did, I thought they were an exciting, stimulating revelation. I still enjoyed these. The encounter sessions were fantastic--and feed into everything anyway. They make the rationale of the workshops more obvious. Problem with three day Nitty-Gritty was the pull toward the encounter session.

Emphasis should be on encounter which can't fail to do something positive.

# bibliography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This is a series of articles presenting a concise theory on affective group procedures and practical recommendations on ways to implement the theory. The theory is that human relations has long been a neglected factor in changing education and its curriculum. Recognizing this neglect, the authors turn to group work as a way of changing values, skills and relations among group members. Discussed are: group dynamics, growth, member roles, leadership, steps in group improvement, and the applicability of all this to schools.

Bennis, Warren G., Benne, Kenneth D., Chin, Robert (eds.). The Planning of Change. New York: Holt, Rinehart and Winston, 1961.

Originally planned as a revision of Benner's and Muntyan's Human Relations in Curriculum Change, this book takes on its own dimension, though it retains relation to the first. The authors attempt to apply and adapt theories of social and personal change to special instances of planned change.

Bonner, Hubert. Group Dynamics. New York: Roland Press Co., 1959.

In a textbook-style, this book provides a comprehensive treatment of the dynamics of small group behavior. It starts with a history of interest in group dynamics and moves on to describe factors in group behavior, conflict and adjustments concerning leadership and problem-solving in group evolution, the relation of individual beha-

vior to group dynamics, and a critical analysis of these ideas.
In the section on conflict and adjustment in group evolution there are discussions of the use of small groups in industry, community, and education. In discussing the activity in education, the author sets forth the premises of group-centered education, primarily presenting philosophy of group work in education. Some reports of experiments with group dynamics in the classroom are included.

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Lippett, Ronald, Watson, Jeanne, Westley, Bruce. The Dynamics of Planned Change. New York: Harcourt, Brace and World, Inc., 1958.

This book deals with change in three major ways: theoretical analysis of change mechanisms; a comparative study of principles and techniques of change; and commentary about research on change.

The authors' view change on four levels: individual personality, small group, organization, and community. Each of these levels has its own implications for "change agents," educators included. The influences of Kurt Lewin's scientific approach to change and of the NTL approach are acknowledged by the authors.

The objectives of the book are:

1. To compare methodologies of professional change agents working on each of the four levels mentioned above
2. To provide a conceptual framework for a broad range of change agents
3. To survey research
4. To consider training of graduate students for change agents

Massarik, Fred. A Sensitivity Training Impact Model--Some First (and Second) Thoughts on the Evaluation of Sensitivity Training. Explorations in Human Relations Training and Research, No. 3. Washington, D.C.: National Training Labs, 1965.

The author states that sensitivity training has become a widely used and discussed training method, but there has been little unity in research approach. The purpose of this paper is to develop a comprehensive framework that may order existing sensitivity training research and guide future research efforts, using the Sensitivity Training Impact Model (STIM). This model considers three sets of human change through time--pre-training, training, and post-training experience. STIM follows the initial total population, pre-selecting potential participants, the selection funnel through which some of them move before becoming ready to take part in the program, and the intake process leading to final selection. Both for trainees and trainers, key psychological and social variables to be considered in research are classified in terms of an interpersonal matrix and an intrapersonal matrix. Measurements for both matrixes provide measure of training outcome for individuals and for larger social entities, such as organizational, family, and friendship relationship patterns. A graphics version of STIM and extensive refer-

ences and footnotes are included.

Miles, Matthew B. Learning to Work in Groups, A Program Guide for Education Leaders. Bureau of Publication. New York: Teachers College, Columbia University, 1939.

This book presents and discusses methods and procedures of introducing group skills--awareness of group dynamics, factors of effective group behavior, group task orientation--to adults in the public education system. Case studies show the usefulness of these skills in facilitating intergroup and interpersonal communications and solving problems.

The primary emphasis is on training in these skills, discussing the nature, planning, activation, and evaluation of training and its role among educators.

Moustakas, Clark E. The Alive and Growing Teacher. New York: Philosophical Library, 1959.

To paraphrase the author's preface, this book describes a theory of human relations and the emotions, conditions, and processes of learning when individuals are free to be themselves. It is an account of a group of classroom teachers and principals working on their personal and professional relationships and growing toward self-respect and acceptance of each other. The author hopes the account will spur further exploration in the areas of personal growth, affective learning, group inquiry experience, and the nature of learning and teaching.

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